

## Teacher's Guide

# PATHWAYS

Listening, Speaking,  
and Critical Thinking

4



Paul MacIntyre

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Listening, Speaking,  
and Critical Thinking

# 4

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Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

**Pathways 4 Teacher's Guide**  
**Listening, Speaking, and Critical Thinking**

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## TABLE OF CONTENTS

About the <i>Pathways Listening, Speaking, and Critical Thinking</i> Series .....	iv
About the <i>Pathways</i> Teacher's Guide .....	xii
Unit 1     Urban Challenges .....	1
Unit 2     Protecting Our Planet .....	11
Unit 3     Beauty and Appearance .....	21
Unit 4     Energy Issues .....	31
Unit 5     Migration .....	41
Unit 6     Tradition and Progress .....	51
Unit 7     Money in Our Lives .....	61
Unit 8     Health and Fitness .....	71
Unit 9     Mind and Memory .....	81
Unit 10    Food Concerns .....	91
Audio Scripts .....	101
Video Scripts .....	124

## Advantages of *Pathways Listening, Speaking, and Critical Thinking*

In *Pathways Listening, Speaking, and Critical Thinking*, real-world content from *National Geographic* publications provides a context for meaningful language acquisition. Students learn essential, high-frequency vocabulary, review important grammatical structures, and practice listening and speaking skills that will allow them to succeed in both academic and social settings.

*Pathways Listening, Speaking, and Critical Thinking* can be used in a wide variety of language-learning programs, from high schools and community colleges to private institutes and intensive English programs. The high-interest content motivates students and teachers alike.

The following features are included in *Pathways Listening, Speaking, and Critical Thinking*:

- Academic Pathways give students and teachers clear performance objectives for each unit.
- Opening pages introduce the unit theme and provide key vocabulary and concepts.
- Interesting content is used to present target vocabulary and to spark discussions.
- Extensive audio programs include lectures, interviews, conversations, and pronunciation models that expose students to many different kinds of speakers.
- Clear grammar charts present key grammar structures and explain language functions such as asking for clarification and sustaining a conversation.
- Presentation Skills boxes highlight skills for planning and delivering successful oral presentations.
- Student to Student boxes provide real-world expressions for making friends and working with classmates.
- An *Independent Student Handbook* and vocabulary index at the end of each level serve as tools to use in class or for self-study and review.

## Teaching Language Skills and Academic Literacy

Students need more than language skills to succeed in an academic setting. In addition to teaching the English language, the *Pathways* series teaches academic literacy, which includes not only reading, writing, speaking, and listening skills, but also visual literacy, classroom participation and collaboration skills, critical thinking, and the ability to use technology for learning. Students today are expected to be motivated, inquisitive, original, and creative. In short, they're expected to possess quite an extensive skill set before they even begin their major course of study.

## Using *National Geographic* Content in a Language Class

The use of high-interest content from *National Geographic* publications sets the *Pathways* series apart. Instead of working with topics that might seem irrelevant, students are engaged by fascinating stories about real people and places around the world and the issues that affect us all.

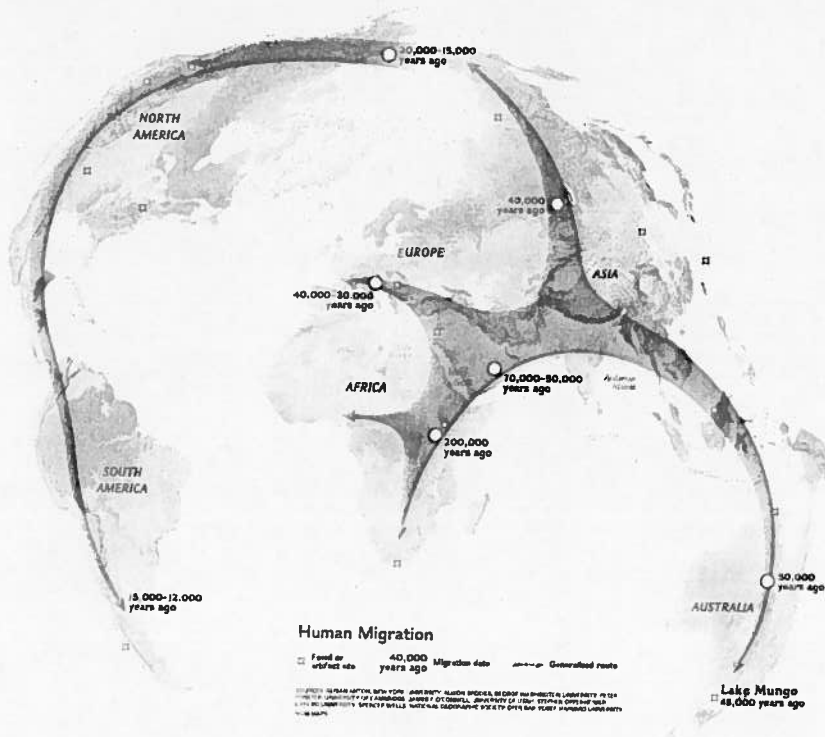
High-interest content is introduced throughout each unit—as context for target vocabulary, as content for lectures and conversation—and provides the information students need for lively discussions and interesting presentations.

The topics in the *Pathways Listening, Speaking, and Critical Thinking* series correspond to academic subject areas and appeal to a wide range of interests. For example:

Academic Subject Area	Unit Title	Unit Theme
Health Science	<i>Inside the Brain</i>	the physiology and psychology of the human brain
History / Archaeology	<i>Learning from the Past</i>	recent underwater discoveries and the lessons they impart about the value of history
Anthropology / Sociology	<i>Culture and Tradition</i>	traditions from cultures around the world, from cowboys to Caribbean music
Earth Science	<i>Fascinating Planet</i>	the geography and geology of national parks in China, Brazil, Madagascar, and New Zealand
Economics	<i>Money in Our Lives</i>	debt, understanding the global financial crisis, scientific studies on money and happiness

## Increasing Visual Literacy

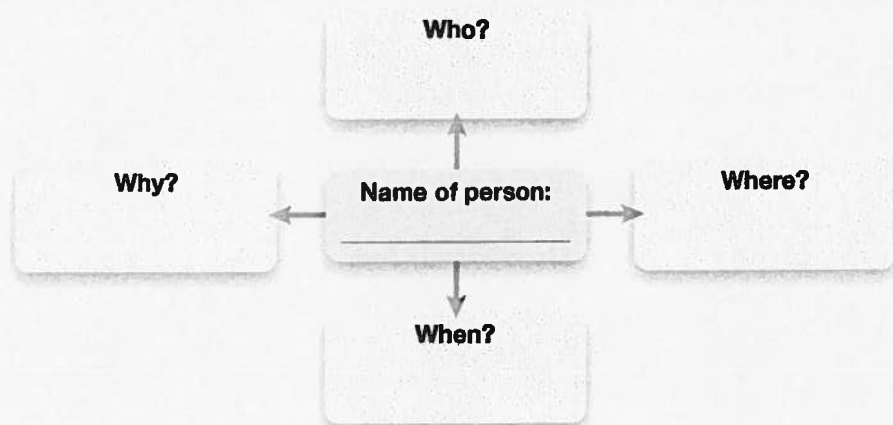
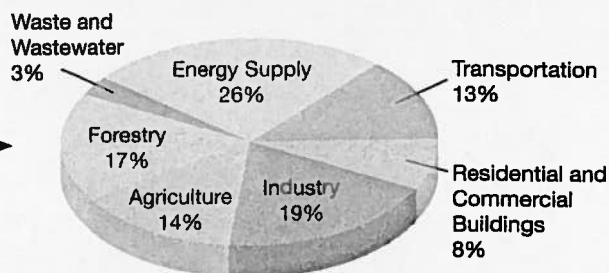
Photographs, maps, charts, and graphs can all convey enormous amounts of information. Lecturers and professors rarely give oral presentations without some kind of visual aid. Helping students to make sense of visuals is an important part of preparing them for academic success.



Maps are used in the *Pathways* series not only to show locations and geographical features, but also to illustrate historical facts and current trends—both local and global. In an academic setting, the ability to read maps is expected, and *Pathways* gives students opportunities to hone that skill.



Charts and graphs present numerical data in a visual way, and the *Pathways* series gives students practice in reading them. In addition to the standard pie charts and bar graphs, *Pathways* includes more unusual visuals from the pages of *National Geographic* publications.



Graphic organizers have several functions in the *Pathways* series. They appeal to visual learners by showing relationships between ideas in a visual way. So, in addition to texts and listening passages, *Pathways* uses graphic organizers to present interesting content. Students are asked to use graphic organizers for a number of academic tasks such as generating topics or organizing notes for a presentation.

The photographs in the *Pathways* series go far beyond decorating the pages. Photographs introduce the unit theme and provide necessary background information for understanding listening passages and texts. Teachers will also want to exploit the photographs in *Pathways* to initiate discussions and reinforce the target language.



## Building Critical Thinking Skills

Critical thinking skills are explicitly taught and practiced in *Pathways Listening, Speaking, and Critical Thinking*. One reason for this is that critical thinking—the ability to make judgments and decisions based on evidence and reason—is an essential skill for students in an academic setting, where they're expected to reflect on and analyze information rather than simply remember it. Students need to be prepared to think critically while listening, reading, writing, and participating in discussions. The skills of critical thinking do not develop on their own; they need to be taught, learned, and practiced.

The ability to think critically is also required in most careers, and critical thinking contributes to language acquisition by requiring deep processing of the language. In order to consider an idea in relation to other ideas and then articulate a response or an opinion about it, we must make complex associations in the brain. This in turn leads to better comprehension and retention of the target language.

Here are just a few examples of the academic tasks that require critical thinking skills:

- deciding which material from a lecture to take notes on
- determining a speaker's purpose when assessing the content of a talk
- forming an opinion on an issue based on facts and evidence
- relating new information to one's personal experiences
- giving specific examples to support one's main idea
- assessing the credibility of a source of information

The *Pathways* series gives explicit instruction on and practice of critical thinking skills. Each unit has a Critical Thinking Focus and several practice exercises. For example:

### Critical Thinking Focus: Drawing Conclusions

When you draw a conclusion, you make a logical judgment about something based on the information you have. For example, *I might stop by your house. If there are no lights on, and when I knock on the door nobody answers, I'll probably conclude that nobody is home. I can't know this for certain since I can't go into the house and look around, but I do have enough information to reach a logical conclusion.*



**A** | In a group, discuss the information from this unit about Angkor and the Khmer Empire and list some conclusions you can draw based on this information. Consider the topics below.



- The length of time that Angkor was the capital of the Khmer Empire
- The art and architecture that can be seen at Angkor
- The number of temples built at Angkor
- The size and sophistication of the water control systems in and around Angkor
- The fact that Angkor's wealth and power declined after losing river access to the sea
- The fact that Angkor Wat is on UNESCO's World Heritage site list

We can conclude that there were a lot of workers in Angkor. Somebody had to construct those huge man-made lakes.

## Teaching with *Pathways Listening, Speaking, and Critical Thinking*

### Using the Opening Pages

Each unit of *Pathways Listening, Speaking, and Critical Thinking* begins with a unit opener and a two-page section called Exploring the Theme. These opening pages serve the important functions of raising student interest in the unit theme and introducing key vocabulary and concepts.



### The Unit Opener

Every unit opener features a stunning photograph that draws students into the unit theme. You'll want to direct students' attention to the photograph and the unit title. Give students a chance to react to the photograph and give the class some of the background information that you'll find in the Teacher's Guide.

Every unit opener includes Think and Discuss questions that encourage students to interact with the photograph and to relate it to their own lives.

The unit opener also lists the Academic Pathways for each unit. These are clearly stated performance objectives that preview some of the main culminating activities in the unit. The Academic Pathways are also useful in assessing students' progress at the end of each unit.

### Exploring the Theme

After you've worked with the unit opener, go on to the two-page Exploring the Theme section, which provides information in the form of maps, captioned photographs, and charts and graphs. This section gives students the background information and key terms they need before beginning the unit.

The Exploring the Theme questions check students' comprehension of the information and give them a chance to respond to it in a meaningful way.

### Building Vocabulary

Each level of *Pathways Listening, Speaking, and Critical Thinking* contains approximately 200 target vocabulary words in addition to footnotes for less frequently used words. The target vocabulary words in the *Pathways* series are . . .

- **High-frequency:** Students are likely to use high-frequency words on a regular basis, which leads to greater acquisition and better fluency.
- **Level-appropriate:** The target vocabulary words in each level of the *Pathways* series are appropriate for the students studying in that level.
- **Useful for discussing the unit theme:** The vocabulary words in each unit are introduced in the vocabulary sections, used in the listening passages, and recycled in many of the activities.
- **Informed by the Academic Word List:** The *Pathways* series contains a high percentage of the words found on the Academic Word List.\*

\*The Academic Word List (AWL) is a list of the 570 highest-frequency academic word families that regularly appear in academic texts. The AWL was compiled by researcher Averil Coxhead based on her analysis of a 3.5-million-word corpus (Coxhead, 2000).

### Developing Listening Skills

Each unit of *Pathways Listening, Speaking, and Critical Thinking* contains two listening sections. The listening passage in Lesson A takes place in a relatively formal context such as a lecture, a meeting, or a formal presentation. Lesson B presents an informal speaking situation such as a conversation between friends or a study group with classmates.

The language in the listening passages represents realistic situations, yet the language is controlled for level, and students may listen to each passage more than once. This guided listening gives students the chance to practice

listening and note-taking skills and to develop the confidence and fluency they'll need before they are immersed in an academic setting.

Each listening section contains three parts:

- **Before Listening** activities provide background information and explicit instruction in listening skills.
- **While Listening** activities give students practice in listening for main ideas and smaller details and in making inferences.
- **After Listening** activities are designed to reinforce listening skills and to allow students to discuss and react to the listening passage.

### **Pronunciation**

The pronunciation lessons are designed to increase students' listening comprehension as well as the comprehensibility of their own speech.

### **Note-Taking**

*Pathways Listening, Speaking, and Critical Thinking* takes a scaffolding approach to building note-taking skills. Students begin by listening for specific information to fill in blanks. Later they complete partial notes and practice independent note-taking.

### **Listening Critically**

Since critical thinking is an essential part of listening, skills such as identifying a speaker's purpose and summarizing the main points from a talk are part of the *Pathways* listening program.

### **Listening Homework**

Extensive listening can play an important role in increasing listening comprehension. Students can expand on the listening they do in class by using the Audio CD, the Online Workbook, and the Presentation Tool CD-ROM.

## **Developing Speaking Skills**

Every section of *Pathways Listening, Speaking, and Critical Thinking* provides opportunities for classroom speaking and discussion, often in pairs or in small groups. The Exploring Spoken English sections focus entirely on speaking. Striking images and brief stories about real people and places often provide the content for engaging interactions.

### **Accurate Speech**

Clear and succinct grammar lessons give students a single language structure to concentrate on for each Exploring Spoken English section. The grammar points lend themselves to discussion of the unit theme and can be recycled throughout the unit.

### **Fluent Speech**

Frequent classroom discussions and interactions prepare students to participate in class and succeed in an academic setting. Language Function boxes address the situations in which stock expressions or target grammatical structures are commonly used, increasing the students' level of comfort and confidence in dealing with common speaking situations.

**Speaking** activities are designed with a scaffolding approach. They progress from controlled activities to guided activities and free activities. Early confidence-building motivates students to attempt activities that increase in difficulty, taking them to their ultimate goal—participation in authentic speaking activities such as classroom presentations, formal discussions, and debates.

**Presentation Skills** boxes appear at points where students give presentations, so they provide immediate practice of skills needed for planning and delivering successful oral presentations.

**Student to Student** boxes provide tips and expressions to help students develop the informal, one-on-one speaking skills they will need for class work and in their day-to-day exchanges.

**Engage** is a consolidating speaking activity. It is a task or project involving collaboration with a partner or a group as well as an oral presentation of results or ideas.

## Using Videos in the Language Classroom

The video clips in *Pathways Listening, Speaking, and Critical Thinking* come from the award-winning *National Geographic* film collection and act as a bridge between Lesson A and Lesson B of each unit. The videos consolidate content and skills from Lesson A and illustrate a specific aspect of the unit theme in a visually dynamic way.

### What is the Lesson A and B Viewing section?

The Viewing section features a video on a theme related to the whole unit. All video clips are on the Online Workbook and the Presentation Tool CD-ROM, as well as on the classroom DVD.

### Why teach video-viewing skills?

In daily life, non-fiction videos can be found on television, on the Internet, and in movie theaters in the form of documentaries. Just as *Pathways* provides a wide variety of listening passages to build students' listening skills, the series also builds viewing skills with videos from *National Geographic*. *Pathways* promotes visual and digital literacy so learners can competently use a wide range of modern media.

Videos differ from listening texts in important ways. First, students are processing information by viewing and listening simultaneously. Visual images include information about the video's setting as well as clues found in nonverbal communication, such as facial expressions and body movements. The video may also include animated maps and diagrams to explain information and processes. The soundtrack contains narration, conversations, music, and sound effects. Some contextual words may appear on screen in signs or as identification of people or settings. In addition, full English subtitles (closed captions) are available as a teaching and learning option.

### What are the stages of viewing?

Before Viewing prepares students for the video, engages their background knowledge about the topic, and creates interest in what they will watch. Effective ways of previewing include:

- brainstorming ideas and discussing what the class already knows about the topic;
- using photographs and the video's title to predict the content;
- pre-teaching key vocabulary essential to understanding the video content;
- and skimming the summary reading.

While Viewing may occur multiple times and at different speeds while:

- picking out and understanding the main ideas of the video;
- watching and listening closely for detail;
- or watching and listening for opinion and inference.

After Viewing activities include:

- describing the main points and the sequence of events in the video;
- completing the cloze summary with provided target vocabulary;
- and answering discussion questions that relate the video to the students' own lives or experiences.

### **How should teachers use the videos to teach?**

The narration on each video has been carefully graded to feature vocabulary items and structures that are appropriate for students' proficiency level. Here are techniques for using video in class:

- Have students preview the video by reading the transcript or the summary paragraph.
- Pause, rewind, or fast-forward the video to focus on key segments or events.
- Pause the video midway to allow students to predict what will happen next. Resume the video so students can check their predictions.
- Have students watch the video with the sound off so they can focus on what they see. If this approach is used, follow-up discussion helps students share their ideas about the content of the video. Then play the video with the sound on for students to check their ideas.
- Have students watch without subtitles after which they discuss what they hear; then play with subtitles for students to check their ideas.
- Have students follow the script as they listen to the video to help with intonation, pitch, and stress. Stop and replay key phrases for students to repeat.
- Have students watch the video independently and complete the comprehension questions on the Online Workbook.
- To extend viewing skills to speaking and writing skills, have students make a presentation or create a written report about a short video of their choice, using language they have learned from the Student Book and video narration.

All video scripts are printed at the back of the Teacher's Guide. Teachers have flexibility in how or whether they want students to use the scripts. See individual units in this Teacher's Guide for specific teaching suggestions for each video.

## Features of the *Pathways* Teacher's Guide

The *Pathways* Teacher's Guide contains teaching notes, answer keys, and the audio and video scripts. There are also warm-up activities to help teachers present the material in the textbook and overviews of the unit theme and the video clip to help turn teachers into "instant experts."

### Academic Pathways Boxes

Each unit in the Teacher's Guide begins with a preview of the Academic Pathways. A description of each pathway is then given at the point where it occurs in the unit along with helpful information for the teacher. Teachers should also direct students to the online and the Assessment CD-ROM with ExamView® resources that will help to reinforce and assess the skills learned for each pathway.

### *Ideas for ... Boxes*

Throughout the *Pathways* Teacher's Guide, you will find boxes with ideas to help both novice and experienced teachers. There are four types of *Ideas for ...* boxes:

- **Ideas for Presenting Grammar** boxes provide a variety of ways to introduce grammatical structures and utilize the grammar charts.
- **Ideas for Checking Comprehension** boxes remind teachers of the need to continually assess students' comprehension during every class session.
- **Ideas for Expansion** boxes suggest ways to expand on the content of the book when students need extra instruction or when they have a high level of interest in a topic.
- **Ideas for Multi-level Classes** boxes provide techniques to use in mixed-ability classrooms, where learner diversity can benefit everyone in the class. On the other hand, providing the right kind of help for all the students in any classroom can be a balancing act. When different types of instruction are needed for different learners, teachers must be careful not to embarrass lower-level learners in any way or detract from the learning experience of higher-level learners.

### Tips

Tips for instruction and classroom management are provided throughout the *Pathways* Teacher's Guide. The tips are especially helpful to less experienced teachers, but they are also a resource for more experienced teachers, providing new ideas and adding variety to the classroom routine.

# Urban Challenges

# 1

Academic Track  
Interdisciplinary

Academic Pathways:

**Lesson A:** Listening to a Lecture  
Discussing Pros and Cons of Tourism  
**Lesson B:** Listening to a Conversation between  
Classmates  
Presenting a Problem and Proposing  
Solutions

## Unit Theme

More people are living in cities than ever before. As more people move to urban areas, cities all over the world are facing new challenges.

**Unit 1 explores the topic of urban life as it relates to:**

- tourism
- solving urban problems
- daily life
- laws and rules

## Think and Discuss (page 1)

5 mins

Graffiti is writing or drawing on the walls of buildings. Graffiti is usually done illegally and can be humorous, rude, or political. Recently, graffiti has developed into an art form. Brazilian graffiti art, for example, has inspired graffiti artists all over the world.

- Ask students to describe the photo. *What are these people doing? What is the mural about? How can graffiti and street art affect people's lives?*
- Discuss the questions as a class. On the board, make a list of problems that modern cities face. Ask students to brainstorm a list of positive aspects of city living.
- Ask for students' opinions about living in a city. If students live in a city, ask them to explain what they like or dislike about it. If students don't live in a city, ask them to explain what could persuade them to move to an urban area.

## Exploring the Theme: Urban Challenges (pages 2-3)

15 mins

The opening spread features a world map showing the location of the largest cities in each country.

### Exercise A.

- Before discussing the questions, ask students to look at the map key and scan the pages to familiarize themselves with the map.
- Explain the meaning of *urban agglomeration* (a collection of densely populated areas, e.g., smaller towns that have joined together to make large cities).
- Discuss the questions about the map and compare answers as a class.

### Answer Key (Answers may vary.)

1. Mumbai, Tokyo, Mexico City, New York City, and Rio de Janeiro are some of the largest cities shown on the map.
2. All of the cities are near large bodies of water.
3. Cities will be larger, and there will be fewer small cities.

**Exercise B.** | Ask students to look at the photos. Discuss the questions with the class. Make a list of answers to each question. Encourage students to share their personal experiences with these urban issues.

### TIP

Divide the class into two groups. Ask one group to list answers to question 1 of exercise B while the other group lists answers to question 2. Have members from each group present their answers to the class.





## Building and Using Vocabulary (pages 4-5)

### WARM-UP

The Lesson A target vocabulary is presented in the context of ways that cities are meeting the challenges of increased population and pollution.

- Ask students to look at the three photos and brainstorm ideas about how cities are coping with overcrowding, pollution, and lack of space.

### Building Vocabulary



**Exercise A. | Meaning from Context** Play the audio while students listen and read the text. Ask students to identify the main idea of each paragraph.

**TIP** Before students read the paragraphs in exercise A, play the audio as they listen with their books closed. Then ask students to point out the main idea of each paragraph.

#### IDEAS FOR... Checking Comprehension

Ask some general comprehension questions about the texts in exercise A. For example:

*Why do people like living in micro-homes?  
How does this cement reduce pollution?  
Where is the High Line urban park?*

#### Exercise B.

- Allow time for students to refer back to exercise A and work out the meanings of the target vocabulary words.
- Review answers by asking volunteers to read out a completed sentence.

#### Answer Key

1. c 2. j 3. f 4. h 5. e 6. a 7. i 8. d 9. g 10. b

**TIP** Before students do exercise B, ask them to cover the second column and try to complete the sentences using their own ideas. Then they can compare their answers with the sentences given.

## Using Vocabulary

### Exercise A. | Using a Dictionary

- Explain that learning different word forms can help students expand their vocabulary. Go over the first row of the chart as an example.
- Allow time for students to complete the chart individually. Draw the chart on the board and invite volunteers to write their answers.

**Answer Key** (Answers shown are in order of noun, verb, adjective.)

- challenge, challenge, challenging
- convert, convert, converted
- finance, finance, financial
- generation, generate, generated
- innovation, innovate, innovative
- maximum, maximize, maximum
- regulation, regulate, regulatory
- resident, reside, residential
- restoration, restore, restorative
- structure, structure, structural

**Exercise B. |** Suggest that students read through the text to get an overview before attempting to fill in the answers. Go over the answers by asking volunteers to read parts of the text aloud.

#### Answer Key

- |              |                |               |
|--------------|----------------|---------------|
| 1. challenge | 5. structures  | 9. generates  |
| 2. maximize  | 6. restoration | 10. Financial |
| 3. convert   | 7. innovative  |               |
| 4. residents | 8. regulations |               |

#### IDEAS FOR... Checking Comprehension

Ask students to summarize exercise B by listing the challenges faced by the city of Venice (*city is sinking, regular floods, buildings damaged by water*) and two problems that may be caused by the water barrier (*very expensive, may make the city less beautiful*).

#### Pronunciation Note

acqua alta: ah-kwa al-ta

MOSE: moe-zay



# Developing Listening Skills

(pages 6-7)

## Before Listening

**Predicting Content** | Ask students to look at the photo and brainstorm answers to the questions.

## Listening: A Lecture

**Critical Thinking Focus: Identifying the Lecture Topic** | Go over the information in the box. You may want to represent this information visually in the form of a flow chart. (See page 215 of the *Independent Student Handbook* for an example.)



**Exercise A.** | Play the audio. Take a class vote on the correct answer. Ask students how they were able to choose the correct answer.

**Answer Key** 3. Problems caused by tourists



### Exercise B. | Listening for Main Ideas

- Go over the chart and help students identify what kind of information is missing.
- Play the audio. Remind students to use short forms and abbreviations where possible.

### Exercise C.

- Allow time for students to compare answers in pairs.
- Go over the answers as a class. Since student notes will likely vary during a note-taking activity, accept any answers that correctly identify the main ideas.

**Answer Key** (Student notes may vary.)

#### Problems of Tourism:

- can't handle so many people
- food
- rent
- housing
- getting smaller

#### Benefits of Tourism:

- revenue
- restoration
- tourism



### Exercise D. | Listening for Details

- Allow time for students to read the questions.
- Play the audio while students choose their answers. Ask volunteers to call out the correct answers.

**Answer Key** 1. b 2. c 3. a 4. c 5. b

### IDEAS FOR... Checking Comprehension

Ask these additional questions or write them on the board.

- What is acqua alta? (regular floods)
- What is MOSE? (a project to build water barriers to stop flooding)
- Who can afford houses in Venice? (only rich people or those who have inherited homes from their families)
- What are three suggestions for reducing damage from tourism? (limiting tourists, taxing tourists, and asking tourists to avoid the busy seasons)

## After Listening

### Exercise A. | Making Inferences

- Remind students that inferences are conclusions that are not directly stated in the lecture.
- Ask students to discuss the questions in pairs. Encourage students to use examples from the lecture to explain their opinions. Ask each pair to share their ideas with the class.

### TIP

At the beginning of a course, it's important that students get to know each other. Encourage students to change partners for subsequent pair exercises so that they have a chance to work with several of their classmates.

**Exercise B.** | After students have worked in groups for a few minutes, ask groups to share their ideas with the whole class. Take a vote on the funniest caption.

### IDEAS FOR... Expansion

Students can work in groups to develop a questionnaire about tourism in their city. Have them interview friends or neighbors and report their results to the class.

### Pronunciation Note

Rialto (Market): ree-al-toe



## Exploring Spoken English

(pages 8-10)

### Language Function: Introducing a Topic

- Go over the information in the box.
- Ask students to suggest different ways to finish these sentences. For example: *To begin with we are going to review some of the problems caused by tourism.*



#### Exercise A.

- Ask students to read the sentences and try to remember the missing phrases from the lecture.
- Play the audio while students fill in the missing words. Pause if necessary.

#### Answer Key

- what I want to do today is
- to begin with
- Let me add that
- Another point I want to make is

#### Exercise B.

- Allow a few minutes for students to write their answers.
- Draw the chart on the board and have students tell you which phrases to write in each column.

#### Answer Key

##### Introducing a Topic at the Beginning of a Talk:

To begin with ...  
I'd like to focus on ...  
Today's topic is ...  
Today, we're going to cover ...  
What I want to do today is ...

##### Introducing a Topic Later on in a Talk:

Let's move on to ...  
Let me add that ...  
Another point I want to make is ...

#### Exercise C.

- Allow a few minutes for students to review the materials and make notes before speaking in pairs.
- Walk around the classroom and take notes of good examples of the target language that you hear students using.

#### TIP

Another way to organize exercise C is to have half of the class prepare notes for Student A while the other half prepares notes for Student B. Students can work in groups to develop their ideas. This will give students a chance to cooperate on planning their explanations. Then match up pairs of students from each half of the class.

### Grammar: The Passive Voice

- Go over the language in the box. Ask volunteers to read the examples aloud.
- You may want to remind students that only transitive verbs can form the passive. Transitive verbs are verbs that have an object. Intransitive verbs (e.g., *happen, arrive*) do not have an object and cannot form the passive.

#### IDEAS FOR... Presenting Grammar

- Give some additional examples and ask students to identify the tense used. For example: *Serious problems have been caused by the flooding in Venice.* (present perfect)
- Give examples in the present tense and ask students to change them to the past or future tense.
- Review the past participles of common irregular verbs.

**Exercise A.** | Allow time for students to complete the sentences. Remind them to use the correct tense. Ask volunteers to read their answers aloud.

#### Answer Key

- |                       |                   |
|-----------------------|-------------------|
| 1. was, damaged       | 4. can be avoided |
| 2. was flooded        | 5. will be held   |
| 3. are, being rebuilt | 6. are held       |

#### IDEAS FOR... Expansion

Ask students to look at the photo on page 9 of their Student Books and describe it. Students should try to form sentences that use the passive voice. Brainstorm some suitable verbs (e.g., *flood, destroy, damage, ruin, lose, hurt, injure, kill*). Review the past participles of common irregular verbs before you begin.

### Exercise B.

- Ask students to look at the diagram and to identify and label the main parts of the barrier (*gates, lagoon, sea, city*).
- Read the explanation aloud and invite students to ask questions about it.
- Review the formation of questions in the passive voice.
- Allow time for pairs to complete the question and answers.
- Ask volunteers to read the questions and answers aloud in pairs.

### Answer Key

1. will be constructed
2. will . . . consist, will consist
3. will . . . be attached, will be attached
4. will . . . be raised, is predicted
5. will . . . be raised, will be pumped, will force
6. will . . . be completed, will be completed

### Exercise C. | Understanding Visuals

- Have students practice the conversation from exercise B in pairs.
- Ask students to look at the diagram and read the explanation again and discuss how the new flood barrier works and whether it will be effective. Encourage students to use the passive voice.
- Take notes of any common errors and provide feedback.

#### TIP

Review exercise C by asking students to explain the diagram without looking at the explanation.



## Speaking (page 11)

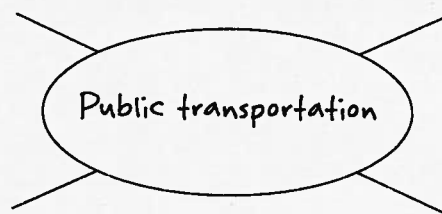
### Discussing Pros and Cons of Tourism

#### Exercise A. | Critical Thinking

- Do the first item as an example. Ask students the following question: *How does tourism affect public transportation?* Provide some example answers:

*Information has to be written in several languages. Maps must be easy to understand. Some routes will be much busier than others.*

- Organize students into groups. Give each group a large piece of paper or ask them to work in their notebooks. Have groups choose one of the topics and write it in the center of the page. Then have them write ideas about the topic in a scattered fashion around it. Encourage students to use a graphic organizer such as the model below:



- Ask a member of each group to present their ideas to the class.

#### IDEAS FOR... Multi-level Classes

Assign each group just one of the topics, giving easier topics (e.g., culture or tourist attractions) to lower level students. Groups that finish early can move on to additional topics.

#### Student to Student: Apologizing for Interrupting |

Go over the information in the box before starting exercise B. Inform students that these expressions are a polite way to apologize for interrupting a partner or group member.

#### Exercise B. | Organizing Ideas

- Explain that this chart will help students to group their ideas in an organized way. They may want to use some of their brainstorming ideas from exercise A.
- Allow time for groups to work on their charts. Members of each group should discuss with each other what to write in the chart.

#### Exercise C. | Discussion

- When most groups have completed their charts, ask them to stop writing. Ask each member of the group to choose one effect to speak about. They can add details to support their point of view. They can evaluate whether this point has more negative or more positive effects.



## Viewing: Tuareg Farmers (pages 12-13)

**Overview of the Video** | This video presents some problems that Tuareg farmers are having with elephants that want to eat their crops. The video shows some ways in which the farmers are trying to correct the problem without harming the elephants.

### Before Viewing

#### Exercise A. | Predicting Content

- Ask students to look at the map and describe the location of Mali. Ask them to describe the photos on pages 12 and 13. Ask what the photos tell us about life in Mali.
- Ask students to discuss the questions, but emphasize that there are no correct answers at this stage. They will find out if their guesses are correct by watching the video.

#### Exercise B. | Using a Dictionary

- Ask students to tell you which words they already know. Ask: *What kinds of contexts have you heard these words used in?*
- Allow time for students to use their dictionaries to find the answers.
- Practice the pronunciation of these words if necessary.

**Answer Key** 1. c 2. e 3. d 4. a 5. b

### While Viewing



**Exercise A.** | Refer students back to their answers in exercise A in the Before Viewing section to see which of their guesses were correct.



**Exercise B.** | Viewing for Main Ideas

- Allow time for students to read the sentences silently before playing the video again.
- Check students' answers by taking a class vote on each sentence.

**Answer Key** 1. Yes 2. Yes 3. Yes 4. No 5. No 6. No

#### IDEAS FOR... Checking Comprehension

Play the video again (if necessary) and ask students to work in groups to write questions about the video. You can give each group a different section of the video. Afterwards, organize a competition in which teams try to answer each other's questions.

### After Viewing

**Exercise A.** | Ask students to work individually to complete the sentences. Instruct students to look back on the grammar box on page 9 if they need help forming the passive voice.

#### Answer Key

1. is shared
2. is carried
3. are attracted
4. were destroyed
5. has been repeated

**Exercise B. | Critical Thinking** Ask students to evaluate the ideas in exercise B in the While Viewing section. If time allows, ask one member from each group to report to the class on their discussion.

#### IDEAS FOR... Expansion

Ask students to choose a large city shown on the map on pages 2 and 3 of their Student Books. Instruct students to research some facts about the city for homework. Students should identify a challenge that residents of the city are facing. They can share the information with the class in the next lesson.



## Building and Using Vocabulary (pages 14-15)

### WARM-UP

The Lesson B target vocabulary is presented in the context of life in Singapore. Instruct students to look at the photos and say what they know about Singapore. Ask: *Where is Singapore? What languages are spoken there? What ethnic groups live there?*

### Building Vocabulary

#### Exercise A. | Using a Dictionary

- Encourage students to use their dictionaries and ask questions about these words.
- Remind students that the word class noted in parentheses can help them figure out the definitions.
- Discuss related words if there is time.

**Answer Key** 1. f 2. j 3. a 4. h 5. c 6. b  
7. i 8. e 9. g 10. d



#### Exercise B.

- Advise students to read through the whole text to get an overview before attempting to fill in the missing words.
- Play the audio so that students can check their answers.

#### Answer Key

- |              |                 |               |
|--------------|-----------------|---------------|
| 1. economy   | 5. enforced     | 9. conform    |
| 2. dominated | 6. prohibited   | 10. debatable |
| 3. unique    | 7. internalized |               |
| 4. ethnic    | 8. compatible   |               |

#### IDEAS FOR... Checking Comprehension

Ask students to evaluate the information in the text by saying what they think they would find good or bad about living in Singapore.

## Using Vocabulary

#### Exercise A. | Using a Dictionary

- Check students' answers by drawing the chart on the board and inviting volunteers to come and write their answers.

**Answer Key** (Chart answers are in order of noun, verb, adjective.)

#### Chart:

1. debate, debate, debatable
2. enforcement, enforce, enforceable
3. economy, economize, economical
4. prohibition, prohibit, prohibitive

#### Sentences:

1. prohibited
2. debate
3. enforceable
4. economize

**Exercise B.** | Ask students to complete the quiz in pairs and check their answers. Ask which statements they found most surprising and why. Ask students to identify the word class of each word in blue.

#### Answer Key

1. T 2. F (The largest ethnic group in Singapore is Chinese.) 3. F (It had the second-highest growth rate.) 4. F (It is not prohibited.) 5. T

#### Exercise C. | Self-Reflection

- Set a time limit for students to discuss the questions in groups. Ask students to develop additional questions using the new vocabulary. They can write questions in their notebooks and then ask their group.

#### TIP

When giving feedback on exercise C, give feedback on the content of the ideas expressed as well as on correct use of the vocabulary. These ideas may be personal, so avoid judgment and respect all student answers. Share your own answers to encourage participation.





45 mins

## Developing Listening Skills

(pages 16-17)

### Before Listening

**Predicting Content** | Ask students to work in pairs to discuss the questions. Then discuss the answers as a class. Ask students which countries are near Singapore and what industries and occupations might be found there. Ask students to describe the statue in the photo. (*It is half lion and half fish.*)

### Listening: A Conversation between Classmates



#### Exercise A. | Listening for Main Ideas

- Read the statements aloud and ask students if they can guess the answers before they listen.
- Play the audio once for students to get the main ideas.

**Exercise B.** | Have students compare answers in pairs and revise the false statements before going over the answers as a class.

#### Answer Key

1. T 2. F 3. F 4. T 5. F 6. T

The false statements should be revised as follows:

2. Singapore does not have many natural resources.
3. The people of Singapore belong to many different ethnic groups.
5. The spirit of *kiasu* means "afraid to lose."



**Exercise C.** | **Listening for Details** Allow time for students to read the sentences. Play the audio again. Ask volunteers to read their answers aloud.

#### Answer Key

- |            |           |
|------------|-----------|
| 1. fishing | 5. second |
| 2. 1819    | 6. 50     |
| 3. 270     | 7. lose   |
| 4. 100     |           |

### TIP

Another way to check the answers in exercise C is to read the sentences with incorrect answers aloud and ask students to correct you. For example: *Singapore started off as a farming village.* (No, it was a fishing village.)

#### IDEAS FOR... Checking Comprehension

Ask these additional questions or write them on the board.

1. *Why did the man borrow Linda's notes?*  
(because he was sick and he missed a class)
2. *Why is the merlion the symbol of Singapore?*  
(Singapore means "lion city" and it started as a fishing village.)
3. *What special laws do they have in Singapore?*  
(You can get fined for spitting on the street or forgetting to flush the toilet in a public bathroom.)

### After Listening

**Discussion** | Ask students to discuss the questions in pairs. Recommend that they give examples from their own experiences. Then compare answers as a class.



#### Pronunciation: Pronouncing the letter t

- Go over the information in the box and play the audio. Ask students to repeat after the audio.
- If students have trouble hearing the *t* in *not now* or *what really*, explain that the final *t* merges with the following consonant so that it almost disappears.



**Exercises A and B.** | Encourage students to read the phrases aloud in order to decide which sound is correct. Play the audio. Ask students to raise their hands for which sound they hear. (You can identify them as sounds 1, 2, and 3.)

#### Answer Key

1. ch 2. d 3. d 4. no air  
5. ch 6. ch 7. d 8. no air

**Exercise C.** | After students have practiced the dialogs, ask them to tell you which sound occurs in each example. (1. *ch*, 2. *no air*, 3. *ch*, 4. *no air*, 5. *d*)

**Pronunciation Note** | *kiasu*: key-ah-sue



## Exploring Spoken English

(pages 18-19)

### Language Function: Agreeing or Disagreeing

- Go over the information in the box and demonstrate the difference in intonation between mild and strong disagreement.
- Make up a few sentences expressing your opinions and ask individual students to agree or disagree with you using these expressions. For example: *I think pizza is delicious. I think cell phones are horrible.*



**Exercise A.** | Play the audio, pausing to allow time for students to write their answers.

#### Answer Key

- I think you're right.
- Actually, no, I don't think so.
- I'm not so sure about that; I agree. . .

**Exercise B.** | Ask students to work in pairs to practice these exchanges, using different expressions from the box. Point out when students use appropriate intonation.

#### Exercise C.

- Ask two students to read the sentences in the speech bubbles aloud. Point out that the second person adds a supporting argument to his or her reply. Encourage students to add similar supporting facts or statements to their replies.
- Ask volunteers to present their exchanges to the class.

### Grammar: Using an Agent in Passive Voice Sentences

Go over the information in the box. Review the past participles of common irregular verbs.

#### IDEAS FOR... Presenting Grammar

Write some examples of passive sentences on the board and ask students to identify an agent and decide if an agent is necessary. Have students explain why or why not. For example:

*Tea is grown in India.* ("by farmers" — agent is redundant)

*His wallet was stolen yesterday.* ("by someone" — agent is unknown)

**Exercises A and B.** | Allow time for students to read silently and underline the passive voice forms in the paragraph. Refer students back to the grammar box to explain answers.

#### Answer Key

##### Exercise A.

- Rivers in many cities were polluted by harmful chemicals and raw sewage. . .
- Even fish that require very clean water to live . . . are being caught.
- A couple of reasons have been suggested.
- Not all the rivers have been cleaned up. . .

##### Exercise B.

Even fish that require very clean water to live . . . are being caught.

Missing Agent: *by fisherman*

Reason: Agent is understood.

A couple of reasons have been suggested.

Missing Agent: *by experts*

Reason: Agent is unknown or too general.

Not all the rivers have been cleaned up . . .

Missing Agent: *unknown*

Reason: could be several different agents

#### Exercise C. | Discussion

- If appropriate, brainstorm names of landmarks in your town or city with students before they start this discussion.

#### IDEAS FOR... Expansion

Ask students to make additional passive voice sentences about exercise A. For example:

*Rivers have been cleaned up.*



45 mins

## Engage: Presenting a Problem and Proposing Solutions (page 20)

### WARM-UP

- Bring in local newspapers or news articles that are about problems in your city. If you prefer, you can bring in some photographs to illustrate current local issues.
- Brainstorm a list of local issues in your town or city. Ask students which issues affect them most and why.

**Exercise A. |** Read the information in the box aloud. Ask students to work in pairs to discuss which issues they feel strongly about.

### Exercise B. | Using a Graphic Organizer

- Draw a Spider Map on the board and demonstrate what to write in the center bubble and on the lines. Use an example from the warm-up or use the example of river pollution from page 19 of the Student Book to demonstrate how to complete a Spider Map.
- Tell students to draw a Spider Map in their notebooks. Make sure each student draws a Spider Map with enough space to write.
- Allow time for students to work on their Spider Maps, providing support when needed.
- Encourage students to think creatively about solutions to local problems.

### Exercise C. | Planning a Presentation

- Advise students to divide up their information equally. They can alternate points, or one student can present the causes while the other presents the solutions.
- Set a time-limit for the presentation (e.g., three minutes) so that students can practice in pairs.
- Remind students to use the passive voice and language from page 8 for introducing a topic.

### Exercise D. | Presentation

- Ask volunteers to read the examples in the speech bubbles aloud. Ask them to underline phrases they can use in their own presentations.
- Review the information in the Presentation Skills box.
- Ask pairs to come to the front of the class to give their presentations.
- Remind students to look at the audience and only refer to their notes occasionally.

#### TIP

After each presentation, invite the other students to give positive feedback to the presenters by saying what they liked about it. Because this is the first presentation of the course, students may feel nervous—positive feedback will help them to feel more confident.

### Presentation Skills: Making Eye Contact

- Demonstrate reading without making eye contact by reading the information in the box without lifting your eyes from the text. Contrast this by reading the information again, alternately glancing down at the book and then up at the audience.
- Ask why it is important to maintain eye contact. Explain: *Giving a presentation is different from reading aloud. It involves interacting with the audience and speaking to them directly. Eye contact makes the presentation more personal and more interesting.*

#### IDEAS FOR... Expansion

- Ask students to bring in articles about an urban challenge from newspapers or magazines. Have students explain the issue in small groups or to the class.
- Review the unit by asking students what they learned and what they found most interesting and helpful.

Academic Track  
Life Science

Academic Pathways:

**Lesson A:** Listening to a Guided Tour  
Brainstorming Ideas about  
Conservation

**Lesson B:** Listening to a Student Debate  
Participating in a Debate

## Unit Theme

Many species of animals and plants on our planet are endangered. It is important to find ways of protecting them before they disappear.

**Unit 2 explores the topic of environmental conservation as it relates to:**

- wildlife conservation
- legalized hunting
- plant-life conservation
- keeping animals in zoos

## Think and Discuss (page 21)

5  
mins

Turtles have been on the earth for more than 200 million years. Several species of turtles can live to be over 100 years of age. There are approximately 300 species of turtles. Turtles live on every continent except Antarctica. The shell of a turtle is made up of 60 different bones all connected together. Sea turtles can swim up to 35 miles per hour. Species such as the sea turtle are becoming endangered as their habitats are threatened by pollution, global warming, and the increase in human population.

- Ask students to tell you what they know about turtles. (You may wish to share the introduction above with students.) Ask students to respond to the photo and caption on page 21: *How does the photo make you feel? What about the caption?*
- Discuss the questions as a class. For question 2, make a list of reasons for changes in the scene during the last 50 or 60 years on the board. For question 3, encourage students to agree and disagree about who should be responsible for protecting endangered species and why.

## Exploring the Theme: Protecting Our Planet (pages 22-23)

15  
mins

The opening spread features a picture of an African lion in its natural habitat. African lions, along with many other big cats, are in danger of extinction.

- Ask students how important they think it is to protect endangered species such as this African lion. Encourage them to support their arguments with examples and facts.
- Ask students to look at the photos and describe how they illustrate destruction of the environment.
- Discuss the questions in exercises **A** and **B** as a class. Brainstorm possible reasons why some of these species are endangered.

**TIP** You may find it useful to introduce terms such as *ecosystem* (all the animals and plants in a particular area and how they interact) and *ecology* (the way in which plants and animals interact with each other) at the start of this discussion.

### IDEAS FOR... Expansion

Ask students to choose an endangered species and research some interesting facts about the species for homework. They can share their facts with the class in the next lesson.



## Building and Using Vocabulary (pages 24-25)

### WARM-UP

The Lesson A target vocabulary is presented in the context of how to protect the endangered whale population. Ask students to look at the photo. Ask what they know about whales and why they think they are endangered.

### Building Vocabulary



**Exercise A. | Meaning from Context** Play the audio while students listen and read the text. Then ask some general comprehension questions: *Why did people hunt whales in the past? What are the dangers to whales now? How can we help whales to survive?*

**TIP** To make exercise A more challenging, play the audio while students listen with their books closed. Then ask them for the main ideas.

**Exercise B. |** Allow time for students to refer back to the text and work out the meanings of the target words.

**TIP** Check the answers to exercise B by asking one student to read a definition aloud and another student to reply with the corresponding word.

**Answer Key** 1. c 2. i 3. g 4. b 5. a  
6. h 7. e 8. d 9. j 10. f

**TIP** If students have not already done so, encourage them to start a vocabulary journal and use it throughout the course. Refer students to page 208 of the *Independent Student Handbook* for more information on starting a vocabulary journal.

### Using Vocabulary

#### Exercise A. | Using a Dictionary

- Complete the first row of the chart as an example. Allow time for students to fill in the rest of the chart individually.
- Draw the chart on the board and invite volunteers to write their answers in it. As they do so, ask students to suggest sentences for each word.

- Remind students that the dictionary definition is sometimes different from the meaning in a given context.

**Answer Key** (Answers below are in order of noun, verb, adjective.)

- exploitation, exploit, exploitable, exploited
- threat, threaten, threatened
- recovery, recover, recoverable, recovered
- indication, indicate, indicative

#### Exercise B.

- Explain that a mangrove is a special kind of tree that grows near salt water and sends out roots from its trunk and branches. These roots provide a home for creatures such as shellfish. If possible, use the Internet to locate photos or diagrams of mangroves and share these with the class before completing this activity.
- Suggest that students read through the whole text to get an overview before attempting to fill in the blanks.
- Go over the answers by asking volunteers to read completed parts of the text aloud.
- Check comprehension by asking how mangroves benefit the environment.

#### Answer Key

- status
- Evidence
- indicates
- exploitation
- Ongoing
- recover
- strategies
- violate

#### IDEAS FOR... Checking Comprehension

Have students close their books and ask some general questions about the text:

*How do mangrove forests benefit the environment?*

*Why are mangrove forests being destroyed?*

*What are some suggestions for protecting these forests?*

#### Exercise C. | Discussion

- Allow time for students to discuss the questions in pairs. Compare answers as a class.



# Developing Listening Skills

(pages 26-27)

## Before Listening

### Exercise A. | Predicting Content

- Gather ideas from the whole class after students have discussed the questions in groups.
- For question 1, make a list of types of habitats for birds (grasslands, forests, mountains, coast, rivers, wetlands). For question 2, make a list of possible causes of extinction (pollution, disease, loss of habitat, etc.).

### Note-Taking

- Go over the information in the box. Ask for some examples of abbreviations and symbols that students already use.
- Explain that *indenting* (starting the line in from the margin) is one way of showing that the information is an example.



### Exercise B.

- Refer students to the notes and ask them to identify the features mentioned in the Note-Taking box (key words, abbreviations, symbols, and indentation).
- Play the audio and ask comprehension questions: *What was the habitat of this bird?* (wetlands of Merritt Island, Florida) *What caused it to become extinct?* (poisoned by chemicals used to kill mosquitoes, loss of habitat)

**Exercise C.** | Have students take turns explaining each of the main points of the introduction.

## Listening: A Guided Tour



### Note-Taking

- Allow time for students to read through the notes and identify what kind of information is missing.
- Play the audio while students complete the notes.
- Check the answers by asking students to read their notes aloud. Discuss possible variations with the class.

### Answer Key (Student notes may vary.)

Endangered Species Act (ESA) - 1973

Protects animals and their **habitats**

Ex.: **steelhead trout in Washington state**

Ongoing conflict between **landowners** and **government**

Ex: **gray wolf in Wyoming and Idaho**

ESA protects **land**; ranchers feel law violates **their rights**

Endangered Species today

Situation today is **worse** than in 1973

1. > **1300** species listed as **endangered** or **threatened**

2. Since 1973 only **39** species removed from list

3. BUT only **14** removed because they recovered; **9** became extinct, others listed by accident

4. **300** more species may soon be added to list

Conclusion

Even w/ ESA in place, **not making much progress**

### IDEAS FOR... Checking Comprehension

Ask these additional questions or write them on the board.

1. *What are three reasons that species are endangered?* (habitat loss, deforestation, and overfishing)
2. *Which two species may soon be added to the Endangered Species list?* (the Las Vegas buckwheat and the Miami blue butterfly)

## After Listening

### Exercise A.

- Have students work individually to answer the questions. Remind students to read all answer choices carefully before selecting each answer.

**Answer Key** 1. b 2. a 3. b

### TIP

When giving feedback on multiple-choice questions, make sure to explain why answer choices were incorrect.

**Exercise B. | Discussion** Ask pairs of students to come up with as many ideas as possible on ways the dusky seaside sparrow could have been saved.





45 mins

## Exploring Spoken English

(pages 28-30)

### Language Function: Introducing Examples

- Go over the information in the box.
- Read the example sentences aloud using appropriate intonation. Ask students to repeat the sentences.



Track 1-14

#### Exercise A.

- Play the audio and pause after each item to allow students time to write their answers.
- Go over the answers by asking volunteers to read their completed sentences aloud.

#### Answer Key

1. For example
2. for instance
3. such as
4. including

#### IDEAS FOR... Expansion

Have students look at the photo of the Miami blue butterfly on page 28 and discuss why it would matter if this species became extinct. Ask students to research more about this butterfly and why it is endangered. Students can share information in groups during the next class session.

#### Exercise B. | Collaboration

- Introduce the topic by asking what students already know about bees and bats. Ask why the animals might be endangered.
- Tell students to work in pairs and choose one animal each—either bees or bats.
- Monitor students while they are talking to make sure they are using all the expressions in the Language Function box on page 28.
- After they have finished, ask students what facts they found most interesting or surprising.

#### IDEAS FOR... Multi-level Classes

- If students need more practice with introducing examples, have them write sentences using the target language and the information in the chart on page 29. Then students can work with a partner, discuss the sentences they wrote, and correct any errors together.
- For students who finish early, ask them to close their books and talk about a topic of their choice with a partner. Encourage students to use the phrases for introducing examples.

#### Exercise C. | Self-Reflection

- Allow a few minutes for students to complete the sentences before sharing them with their partner.
- Ask volunteers to tell the class about one of their partner's ideas.

### Grammar: Restrictive Adjective Clauses

- Go over the language in the box.
- Nominate students to read aloud the examples.
- Point out that the relative pronoun *that* in the second example can be omitted because it refers to an object.

#### IDEAS FOR... Presenting Grammar

Write several sentence starters on slips of paper. Distribute the slips and ask students to complete them with their own ideas.

Examples:

*I like people who . . .*

*The music that I like best is . . .*

*The Web sites that I visit most are . . .*

Have students walk around the room and try to find students with similar answers.

### Exercise A.

- Allow time for students to combine the sentences individually.
- Ask volunteers to read their answers aloud or have them write their sentences on the board.
- Note that in sentence 2, *whom*, *who*, and *that* are all possible answers (*whom* is more formal), and the relative pronoun can be omitted because it refers to an object.

### Answer Key (Answers may vary.)

1. The police discovered the body of a deer that / which had been killed illegally.
2. The woman whom / who / that I met yesterday belongs to a bird-watching club.
3. I know a woman who keeps two tigers as pets.
4. I think it was a grizzly bear that / which tore open all my trash bags.
5. There are too many people who / that don't care about endangered species.

### Exercise B. | Collaboration

- Model an example sentence, such as: *I'm fascinated by animals that hibernate.*
- Allow time for students to complete the sentences individually.
- Encourage students to think of as many alternative endings as possible.
- Invite volunteers to share their most interesting ideas with the class.



## Speaking (page 31)

### Brainstorming Ideas about Conservation

- Go over the information in the box.
- Explain that brainstorming is something that is normally done in a group, but it can also be done individually. It is a helpful technique for gathering ideas before writing an essay or before starting a project. When working in a group, it is important to accept all ideas and not evaluate them until later.

### Exercise A. | Brainstorming

- Have students work in groups. Assign one person in each group to be the secretary who will complete the chart.
- Alternatively, ask all group members to note down their own ideas first and then add them to a combined group chart.

### Exercise B. | Discussion

- Ask two students to read the examples in the speech bubbles aloud.
- Remind students to use the target language for introducing examples in their group discussions.

#### TIP

Give each student in the group responsibility for one of the habitats from the chart. The student can lead the discussion for their habitat and can present the main points while other group members present additional points.



## Viewing: Crocodiles of Sri Lanka (pages 32-33)

**Overview of the Video** | The video discusses the mugger crocodile, an endangered crocodile that lives mostly in Sri Lanka. The crocodile was once common throughout India, but the growth of the human population has caused the mugger habitat to shrink.

### Before Viewing

#### Exercise A. | Predicting Content

- Ask students to look at the map and describe the location of Sri Lanka. Ask them what they know about India, Sri Lanka, and crocodiles.
- Ask students to discuss the question in pairs and make notes of their ideas.

#### Exercise B. | Using a Dictionary

- Allow time for students to use their dictionaries or other clues in the context to find the answers.
- Remind students that words often have multiple meanings. Encourage students to pay attention to the context to work out which meaning is correct. For example, in sentence 1, *in the wild* suggests something about animals. In sentence 2, *die out* suggests something that is gone and will not come back.

**Answer Key** 1. b 2. a 3. b 4. b

### While Viewing



#### Exercise A. | Note-Taking

- Go over the words in the box. Ask students to explain the words they are familiar with by giving definitions.
- Play the first two minutes of the video and allow time for students to write their answers. Ask volunteers to read their sentences aloud.

#### Answer Key

1. human, habitat 2. crocodiles 3. mugger  
4. farms 5. captive 6. India



**Exercise B. | Note-Taking** Play the next two minutes of the video. Check students' answers by playing the video and pausing after the correct answer.

#### Answer Key

1. subcontinent 2. a few thousand 3. 30 years ago  
4. Rom Whitaker 5. wild

**Exercise C. |** Refer students back to their notes from exercise A in the Before Viewing section to find out how many ideas they were able to predict.



#### Exercise D. | Note-Taking

- Read the questions aloud. Play the rest of the video while students take notes.
- Check the answers as a class and ask for any additional information students may have picked up.

#### TIP

Give feedback on how well students were able to use note-taking techniques such as abbreviations and symbols.

#### Answer Key (Student notes may vary.)

1. It's not a well-studied species.
2. Rom is observing them at night because the shining of their eyes makes it easy to see them. He is counting them by shining a flashlight at them.
3. They don't often fight. In mating season, males fight for territory and the right to choose females. They are sometimes killed, but not usually.

### After Viewing

**Exercise A. | Collaboration** Encourage all students to write at least four questions. For example: *Why are you interested in crocodiles?*

**Exercise B. |** Ask students to work in groups to interview Rom using their questions from exercise A.

#### IDEAS FOR... Expansion

Ask students to research Web sites on the Internet that give information about mugger crocodiles or about the Madras Crocodile Bank. Have students discuss their findings in groups.



## Building and Using Vocabulary (pages 34-35)

### WARM-UP

The Lesson B target vocabulary is presented in the context of an interview with a fish biologist. Ask students to look at the photo and describe what they think this person does in her job. Ask: *What could be interesting or difficult about her job?*

### Building Vocabulary



**Exercise A. | Meaning from Context** Play the audio while students read the text. Ask if they can suggest meanings for any of the words in blue.

#### Exercise B. | Using a Dictionary

- Allow time for students to write their answers.
- Remind students that the word class can often help them figure out the definition of the word.

#### Answer Key

1. g 2. j 3. i 4. e 5. f  
6. c 7. h 8. b 9. a 10. d

#### TIP

After completing exercise B, have students work in pairs. Tell Student A to close his or her book. Student B will read out a definition. Student A has to remember the correct vocabulary word from memory. Have students switch roles after five words.

#### IDEAS FOR... Checking Comprehension

Ask some general questions about the text:

1. *Why does this person like her job?*
2. *Would you like to do this job?*
3. *Which aspects of her job would you find most interesting?*
4. *Which of her suggestions for ways to contribute time would you be willing to follow?*

#### TIP

Have students think of their own example sentences using these vocabulary words and write them in their vocabulary journals.

## Using Vocabulary

### Exercise A.

- Refer students to the photo and ask what students already know about wolves. (You may wish to point out that students heard some information about wolves in the Developing Listening Skills section of Lesson A.) Ask students if they know where Yellowstone National Park is and if any of them have ever been there.
- Encourage students to read through the whole text first to get an overview before filling in the blanks.
- Go over the answers by asking volunteers to read completed parts of the text aloud.
- Ask students to summarize the benefits and problems of restoring the wolf population.

#### Answer Key

- |               |             |               |
|---------------|-------------|---------------|
| 1. authorized | 5. focus    | 9. contribute |
| 2. funds      | 6. ignore   | 10. issue     |
| 3. sustain    | 7. annually |               |
| 4. Contrary   | 8. maintain |               |

### Exercise B. | Critical Thinking

- Ask students to work in groups to discuss the questions.
- Ask a spokesperson from each group to share their conclusions with the class.

#### IDEAS FOR... Expansion

Ask students to work in groups to role play a discussion about the issues in exercise B. They can take the roles of scientists, environmentalists, farmers, tourists, or government officials.



45 mins

## Developing Listening Skills

(pages 36-37)

### Before Listening

#### Prior Knowledge

- Direct students' attention to the photo and ask if they or anyone they know has ever hunted animals or birds. Ask: *What is your opinion of this activity? Are some kinds of hunting more acceptable than others? Do you know if hunters need a license to hunt animals in our area?*
- Ask students to work in pairs to discuss the questions.

### Listening: A Student Debate

#### Critical Thinking Focus: Evaluating Arguments in a Debate

- Go over the information in the box.
- Explain the differences between a debate and a discussion: *A discussion is a conversation where participants can interrupt each other and respond more spontaneously to each other's arguments. A debate is more formal. In a debate, speakers usually argue for or against an issue. One side presents their arguments first. The other side then presents the opposing arguments.*



Track 1-16

#### Exercise A. | Listening for Key Concepts

- Make sure students understand the term *legalized hunting* (hunting with a state or government license).
- Play the audio once for students to get the key concepts.

#### Answer Key

The woman (Yumi) is in favor of hunting.  
The man (Raoul) is against hunting.



Track 1-16

#### Exercise B. | Note-Taking

- Play the audio again while students take notes in the chart.
- Draw the chart on the board and call on students to fill it in. Invite the rest of the class to suggest improvements to the notes.

#### Answer Key (Student notes will vary.)

##### Yumi's Arguments for Hunting

Hunting helps to control animal pops.

Hunters license fees help pay for animal conservation.

##### Yumi's Responses to Raoul

Natural predators also eat cows and sheep.

Cows also suffer when they are killed for food.

Most hunters are law abiding and kill only what they can eat.

##### Raoul's Arguments against Hunting

Some hunters are irresponsible.

Hunting is cruel and causes pain and suffering to animals.

There is a lot of illegal hunting.

##### Raoul's Responses to Yumi

Tourists can also pay to raise money for animal conservation.

**Exercise C.** | Tell students to work in pairs to discuss the arguments for and against hunting. Play the audio again if necessary.

**Exercise D. | Discussion** Encourage students to evaluate the arguments on the audio. Ask students to compare their own opinions with those on the audio.

### After Listening

#### Critical Thinking

- Ask students to discuss these questions in groups. Encourage them to give examples from their own experience.
- Discuss opinions as a class.

#### Pronunciation: Pronouncing -s endings

**Exercises A and B.** | Go over the information in the box and play the audio. Ask students to raise their hands to indicate which sound they hear.

#### Answer Key

1. /s/ 2. /z/ 3. /ɪz/ 4. /z/  
5. /s/ 6. /z/ 7. /s/ 8. /ɪz/

Track 1-17  
Track 1-18

Track 1-19

#### Exercise C.

- After students have practiced, ask them to tell you which sound occurs in each example. Going down each column, students should identify the following sounds:

1. /s/ 3. /z/ 5. /ɪz/ 7. /z/  
2. /s/ 4. /ɪz/ 6. /s/ 8. /ɪz/



## Exploring Spoken English

(pages 38-39)

### Language Function: Responding to and Refuting Argument

- Emphasize that this language function has three parts:
  1. Acknowledge the other person's opinion.
  2. Use a contrast word.
  3. Express your opinion / refutation.
- Make up a few opinion statements and ask individual students to disagree with you using the expressions from the box.



**Exercise A.** | Play the audio, pausing to allow time for students to write their answers.

#### Answer Key

1. That's a good argument but
2. OK, but
3. You are right

**Exercise B.** | Ask students to work in pairs to practice these exchanges. They may substitute different expressions from the box.

#### Exercise C.

- Encourage students to continue each argument with their partner as long as possible.
- Ask volunteers to present their exchanges to the class.

#### IDEAS FOR... Expansion

Have pairs of students create sentences similar to those in exercise C. The sentences can be about another topic that relates to the unit theme. Each pair can exchange sentences with another pair of students and practice responding to and refuting arguments.

## Grammar: Non-Restrictive Adjective Clauses

- Go over the information in the box. Ask volunteers to read the sentences aloud using appropriate pauses for commas.

#### IDEAS FOR... Presenting Grammar

Point out these main differences between restrictive and non-restrictive adjective clauses:

1. Restrictive clauses give essential information. They cannot be removed or the meaning of the sentence will change. Non-restrictive clauses give extra information. They *can* be removed and the sentence still retains meaning.
2. Non-restrictive clauses have commas, or pauses in speech, while restrictive clauses do not.
3. Non-restrictive clauses do not use *that* and the pronoun cannot be omitted.

**Exercise A.** | Write the example sentence on the board and show how the word order changes and the relative pronoun replaces the subject pronoun. Allow time for students to write their answers individually.

#### Answer Key

2. Sting, who is a British celebrity, works to protect the Amazon.
3. Whales, which are the largest animals on earth, were hunted to near extinction.
4. Wolves have been introduced into Yellowstone, which is America's oldest national park.
5. The hippopotamus, which lives in African rivers, is not an endangered species at this time.
6. Businessman Ted Turner, whose ranch is very large, allows elk hunting on his land during part of the year.

#### Exercise B. | Collaboration

- Ask students to work in pairs. Encourage them to think of as many different endings for the sentences as possible.





## Engage: Participating in a Debate (page 40)

### WARM-UP

Direct students' attention to the photo and ask them to describe what is happening. Bring in information about local zoos and encourage students to discuss whether they look interesting to visit.

#### Exercise A. | Evaluating Arguments

- Brainstorm a few arguments for and against keeping animals in zoos.
- Allow time for students to read the statements and write their answers.
- Monitor students as they work to see if they have any problems evaluating the arguments. If any sentences cause difficulty, discuss them as a class. Identify context clues that can help students evaluate difficult sentences.

#### Answer Key

1. F 2. F 3. A 4. A  
5. F 6. F 7. A 8. A

#### Exercise B.

- Remind students of the target language for refuting an argument on page 38 and write the phrases on the board for reference.
- Ask students to work in pairs to discuss each of the statements in exercise A.

#### Exercise C. | Organizing Ideas

- Have students draw a T-chart in their notebooks. (Instruct students to look at the example T-chart on page 214 of the *Independent Student Handbook*.) In one column, students should list arguments supporting their position. In the other column, students should list ways to refute the opposing side's arguments.
- Divide the class into two groups. One half will be for keeping animals in zoos and one half will be against keeping animals in zoos.

#### Exercise D. | Presentation

- Pair students up with someone from the opposite group (see the following Tip). Allow time for students to practice in pairs.

- Go over the information in the Presentation Skills box.
- Organize groups of six so that each pair in the group can make a presentation to the rest of the group. (Or, if time permits, ask pairs to come to the front of the class to give their presentations.)
- Review the language in the Student to Student box so that students can encourage each other before they start.

#### TIP

To organize pairs for exercise D, assign one half of the class the letter A and the other half the letter B. Everyone in favor of zoos is A, and everyone against zoos is B. Then ask all students to stand up. Every A has to find a B and sit down together with them.

#### Presentation Skills: Speaking with Confidence

- Demonstrate giving a presentation by someone who hasn't organized their notes, doesn't use body language appropriately, and talks too fast without pausing.
- Discuss tips for using body language such as standing up straight, looking at the audience, and holding your arms still so that they are not distracting. Encourage students to record the presentation on audio or video or practice in front of a friend to help build their confidence.

#### Student to Student: Expressing Encouragement

- Practice the phrases using the appropriate intonation. Discuss other ways to show encouragement during and after presentations such as by smiling, nodding, and saying *Well done!* or *Good job!* at the end of the talk.

#### IDEAS FOR... Expansion

Ask students to summarize the points from this section by writing a paragraph or short essay outlining the arguments for and against keeping animals in zoos.

Academic Track

Sociology, Aesthetics

Academic Pathways:

Lesson A: Listening to a News Report  
Conducting a Survey

Lesson B: Listening to an Informal  
Conversation  
Giving a Group Presentation

## Unit Theme

Ideas about beauty and appearance change over time and often depend on cultural and social influences as well as personal opinion.

Unit 3 explores the topic of beauty and appearance as it relates to:

- the modeling industry
- eco-fashion
- cosmetic surgery
- innovative fashion design
- ideas of beauty around the world

## Think and Discuss (page 41)

5 mins

Fashion is a multi-billion dollar industry. Designers promote their images of beauty and lifestyle through advertising, glossy magazines, fashion shows, and other types of promotion such as movies and celebrity events. This particular photo is an advertisement for the Armani fashion house. Ideals of beauty and appearance are an important part of our social identity, yet they are constantly changing. The fashion industry plays a big role in determining what we perceive as beautiful.

- Discuss different types of advertising and where you find advertising (e.g., on the Internet, in emails, on billboards).
- Ask students to describe their response to the photo and discuss questions 1–3.
- Discuss students' opinions of advertising. Ask: *Is advertising necessary? Does it persuade you to buy things? What effect does it have on our ideas about beauty? Do models in fashion ads represent how ordinary people look?*

## Exploring the Theme: Beauty and Appearance (pages 42–43)

15 mins

The opening spread features a photo of jewelry and sandals for sale in Colombia.

- Ask students what fashions are most popular at the moment. Ask what kinds of accessories and body decoration (e.g., earrings, hair ornaments) and what kinds of beauty treatments (e.g., spas, facials, manicures) are popular today.
- Ask students to look at the main photo and discuss why fashion is important in our culture. Ask: *Is fashion an important part of our identity? Is it something we choose individually or are we usually influenced by the media or by our surroundings?*
- Ask students to look at the photos and discuss the questions in exercise A. Compare answers as a class.
- Ask students to look at the chart and discuss the questions in exercise B. Discuss reasons why people would want cosmetic surgery.

### TIP

After students suggest answers for exercise B, question 2, you may want to provide the following information to confirm if their predictions were correct. The next countries with the largest number of cosmetic surgery procedures are as follows: 6. Japan, 7. South Korea, 8. Germany, 9. Italy, and 10. Russia.



## Building and Using Vocabulary (pages 44-45)

### WARM-UP

The Lesson A target vocabulary is presented in the context of an article about the changing world of modeling.

- Ask students to look at the photo. Ask: *What is happening in this photo?* (a model is walking down the runway at a fashion show) *Who might be in the audience?* (designers, journalists, actresses)
- Ask students what they know about fashion designers and fashion models.

### Building Vocabulary



#### Exercise A. | Meaning from Context

- Play the audio while students listen and read along.
- Ask some general comprehension questions. For example: *What is the main topic of the article?* (the physical appearance of fashion models) *How is modeling changing?* (Fashion designers are starting to use models with different body types.)

#### TIP

Give students three minutes to write as many comprehension questions as they can about the text. For example: *What do models usually look like?* *Why are some models unhealthy?* *What did they do in Australia?* *Why are people's opinions starting to change?* Then ask students to close their books. Have volunteers ask other students their questions. Each question can only be asked once.

**Exercise B.** | Allow time for students to refer back to the text and work out the meanings of the words.

#### TIP

Another way to do exercise B is to have students cover the text of exercise A. Then play the audio again while students try to work out the answers by listening to the audio. Then they can uncover the text and check on any vocabulary words that they missed.

### Answer Key

- |                 |                |                |
|-----------------|----------------|----------------|
| 1. envision     | 5. classic     | 9. disturbed   |
| 2. evolving     | 6. constitutes | 10. perception |
| 3. consistently | 7. variations  |                |
| 4. ratio        | 8. random      |                |

### Using Vocabulary

#### Exercise A.

- Direct students' attention to the photo and discuss what kind of surgery this woman might be having and why.
- Encourage students to read through the whole text before they try filling in the missing words.
- Go over the answers by inviting volunteers to read completed parts of the text aloud.

### Answer Key

1. disturbs 2. evolved 3. constitute  
4. envision 5. classic

#### IDEAS FOR... Checking Comprehension

Have students close their books and ask some questions about the text:

- How many cosmetic surgeries were completed in 2009? (8 million)
- What is liposuction? (surgery to remove fat from the body)
- What is the average price of liposuction? (\$3000)
- What is the price of a hair transplant? (\$4500)

#### Exercise B. | Self-Reflection

- Ask students to work in groups and discuss the questions.
- Ask a spokesperson from each group to summarize the group's answers to one of the questions for the class.



## Developing Listening Skills

(pages 46-47)

### Before Listening

#### Discussion

- Introduce the topic by asking students what they think makes a face beautiful.
- Tell students to work in pairs and try to agree on the most beautiful photo in each row. If students in a pair disagree, ask them to explain why.
- For question 2, ask students to explain their choices if they are different from those that researchers found were most common.
- Ask students if they noticed anything interesting about the photos here (all 12 are of the same person). Inform students that they will hear more about this study in the news report.

### Listening: A News Report



track 1-22

#### Exercise A. | Listening for Main Ideas

Allow time for students to read through the research results before playing the audio.

**Answer Key** 1. b 2. c 3. d 4. a



track 1-22

#### Exercise B. | Listening for Details

- Ask students to read the questions. Play the audio again.
- Check the answers by asking students to raise their hands according to which answer they chose.
- Ask which fact or facts students found most surprising. Ask students to share some ideas about why ideas of beauty might differ between cultures.

**Answer Key** 1. b 2. a 3. b 4. c

#### TIP

To make exercise B more challenging, you can write the questions on the board without the answer choices. Have students close their books and take notes as they listen. After listening, students can use their notes to complete the exercise.

#### IDEAS FOR... Checking Comprehension

Ask these additional questions or write them on the board:

1. *What do these expressions mean? Beauty is only skin deep.* (A person who is beautiful on the outside is not always beautiful inside.) *Beauty is in the eye of the beholder.* (Each person's idea of beauty is different.)
2. *What were the differences between the images that people were asked to compare?* (There were different distances between the eyes and the mouth.)
3. *What do Mayan people consider beautiful?* (people with crossed eyes)
4. *What do some African tribes consider beautiful?* (people with scars)
5. *What do Maori people consider beautiful?* (women with tattooed blue lips; point out the photo at the bottom of page 47)

### After Listening

#### Critical Thinking

- Have students work in groups to discuss the questions.
- Ask a spokesperson from each group to report to the class.
- Ask students if there are aspects of beauty (physical beauty or fashion) in their culture they disagree with.

#### IDEAS FOR... Expansion

Ask students to choose one aspect of fashion (for men or for women) and research about how it has evolved over the centuries, or about how it differs between different cultures. Some aspects they may choose to research could include hats, shoes, makeup, jewelry, and hairstyles. Ask students to find two or three photos on the Internet of these items over the years. They can share this information with other students in the next class.

#### Pronunciation Note

(Judith) Langlois: Lang-wah



45 mins

## Exploring Spoken English

(pages 48-50)

### Language Function: Paraphrasing

Go over the information in the box. Give some example sentences and ask students to paraphrase them using the expressions in the box. You can use ideas from the previous listening exercise.

For example: *People from the same culture usually envision beauty in the same way.* (To put it another way, people from the same culture often have the same idea of beauty.)



Track 1-23

#### Exercise A.

- Play the audio and pause after each item to give students time to write their answers.
- Check the answers by asking volunteers to read their sentences aloud.

#### Answer Key

1. In other words 2. That is to say 3. To put it another way

#### Critical Thinking Focus: Understanding

**Quotations** | Go over the information in the box. Ask if students have a favorite quotation, or mention some of your favorites.

#### Exercise B.

- Ask students to read the quotations individually and write their own interpretations.
- Walk around the classroom as students are writing to provide help if they are having difficulty. The information they write will be used in exercise C.

#### IDEAS FOR... Expansion

Read or dictate some additional quotations and ask students to write their interpretations. Compare the results as a class by having students read their results aloud or by putting all the interpretations on a poster display.

#### Exercise C. | Paraphrasing

- Read the example in the box aloud. Ask students to work in pairs to use their answers from exercise B to practice paraphrasing.
- Ask two or three volunteers to read their answer for each one aloud. Discuss and compare any differences in interpretations.

#### IDEAS FOR... Multi-level Classes

Prepare quotations on slips of paper, some of them easier and some more difficult. Distribute the slips of paper according to the level of the students. Ask students to paraphrase their quotations to a partner.

### Grammar: Compound Adjectives

Go over the information in the box. Ask volunteers to make sentences using these phrases.

#### IDEAS FOR... Presenting Grammar

Ask students to paraphrase the example phrases. For example: *A kind-hearted man is a man who has a kind heart. In other words, he helps people and is generous.*

**Exercise A.** | After students have completed the exercise, ask them to identify which kind of compound adjective is used in each example. (See answers in the answer key below.)

#### Answer Key

1. poorly-built (adverb + past participle)
2. often-quoted (adverb + past participle)
3. highly-motivated (adverb + past participle)
4. rose-colored (noun + past participle)
5. sugar-free (noun + adjective)
6. good-looking (adjective + present participle)

**Exercise B.** | Ask two students to read the examples in the speech bubbles aloud. Have students work in pairs to practice using compound adjectives. Have volunteers read their answers aloud.

### Answer Key

1. I have an interview for a part-time job.
2. The chef is preparing a mouth-watering meal.
3. I gave Elena the hand-made vase.
4. I can't wear this sweat-soaked shirt.
5. I'm going to buy a four-foot-tall bookshelf.
6. If you are a good-looking person, you might be able to have a career as a model.
7. The world-famous author is visiting my university.
8. In an emergency, it's good to know that we have a cool-headed babysitter.

### Exercise C. | Discussion

- Allow time for students to discuss the questions in groups. Ask a spokesperson from each group to summarize the answer to one question for the class.



## Speaking (page 51)

### Conducting a Survey

#### Exercise A.

- Explain that each student will conduct a survey by asking some of his or her classmates questions on the topic of beauty. Preview the exercise as described below.
- **Step 1: Choosing questions**  
Demonstrate how to evaluate the questions in the box. For example: *What kind of answers would you expect for each question? Will the answers be very different or similar? What can be learned from the answers? What additional questions can be asked?* Allow time for students to choose their questions and make up two more of their own.
- **Step 2: Preparing a chart**  
Monitor students as they prepare their charts, providing help if needed. Make sure they leave enough space to write answers and extra notes in their charts.

#### ■ Step 3: Conducting a survey

Ask students to stand up and move around the classroom to conduct the survey. Set a time limit for each interview so that all pairs can change partners at the same time.

### TIP

You may want to review the information in the Student to Student box before having students complete the survey.

**Exercise B.** | Have students work in groups. Have them take turns telling the rest of the group about the results of their survey. They should try to interpret the results by giving possible reasons for the answers, and by saying why they found the results interesting or surprising. Ask volunteers to share the most interesting results with the class.

### Student to Student: Asking about Personal Opinions

- Go over the information in the box. Explain that conducting a survey means asking about people's opinions and listening carefully to their answers. It's not always helpful to give your own opinion when you are conducting a survey because it may discourage people from saying what they think.
- You may want to discuss cultural differences in asking about personal opinions. *What topics are not OK to ask about?* (e.g., religion, politics)

#### IDEAS FOR... Expansion

Ask students to conduct a survey of their friends or family using one or more of the questions from this page. They can prepare a brief oral or written summary of the results for the next class. They can present their results by answering the following questions:

1. What results did I expect?
2. What results did I get? Were they different or similar to my expected results?
3. What did I learn?





## Viewing: Skin Mask (pages 52-53)

**Overview of the Video** | This video shows an unusual type of modeling—how a perfect replica of a model's face can be created using silicone. This process is often used to create special effects for movies and television shows.

### Before Viewing

#### Exercise A. | Using a Dictionary

- Discuss the meaning of the word *mask* and the different contexts in which it might appear.
- Ask students to work individually. Then discuss the words and definitions as a class.
- Ask students to predict how these words might relate to the topic of the video.

**Answer Key** 1. silicone 2. gooey 3. mummy  
4. special effects 5. inject

#### Exercise B. | Predicting Content

- Ask students to look at the photos on pages 52 and 53. Encourage students to describe each photo by saying what they think is happening and what each mask is used for.
- You may want to make a list on the board of questions that the students would like answered in the video.

### While Viewing



#### Exercise A.

- Allow time for students to read the questions.
- Play the video and ask students to compare answers in pairs.
- Play the video again if necessary.
- Ask volunteers to read their answers and explain why they chose them.

**Answer Key** 1. b 2. a 3. c



#### Exercise B. | Sequencing Events

- Ask students to pencil in their idea of the correct sequence.
- Play the video again while students check their answers.
- Go over the answers by asking different students to read each step in the sequence.

**Answer Key** a. 6 b. 8 c. 1 d. 4 e. 7  
f. 2 g. 9 h. 5 i. 3

### After Viewing

#### Critical Thinking

- Encourage students to evaluate the information in the video. They can brainstorm answers for each question and try to come up with as many different answers as possible.
- If students have difficulty with question 2, suggest one possible use for skin masks by pointing out the photo on page 52. This photo shows an eye that is being created by a doctor for use by a patient who has lost an eye.

#### TIP

You could make the After Viewing exercise into a competition to see which pair of students can come up with the highest number of acceptable possible answers.

**Answer Key** (Answers will vary. Sample answers are below.)

1. to disguise an actor as someone else; to make an actor look older or younger by applying makeup to the skin mask; to be used in a stunt by a body double in dangerous scenes
2. for medical reasons when someone has serious injuries to their face; to disguise someone in order to protect their identity, especially if they are in danger; to be used as part of a costume



## Building and Using Vocabulary (pages 54-55)

### WARM-UP

The Lesson B target vocabulary is presented in the context of eco-fashion—fashion that is safe and healthy for the environment. Ask students to look at the photo and think of some adjectives to describe this dress such as *creative*, *imaginative*, *strange*, *eccentric*, or *artistic*. Ask students: *What other kinds of materials could be recycled to create fashion?*

### Building Vocabulary



#### Exercise A. | Using a Dictionary

- Allow time for students to work individually to complete the exercise.
- Explain that each word in parentheses gives a clue to the missing word. Remind students that the word class can often give them a clue, too.
- Play the audio so that students can check their answers.

#### Answer Key

- |                |                 |              |
|----------------|-----------------|--------------|
| 1. convince    | 5. insert       | 9. transport |
| 2. alternative | 6. derive       | 10. definite |
| 3. exhibit     | 7. integrate    |              |
| 4. textile     | 8. considerably |              |

#### Exercise B.

- Allow time for students to read the article. Advise them to read the whole text before choosing their answers.
- Check the answers by asking two students to read the conversation aloud.
- Inform students that another word for *second-hand* in American English is *used*. These words are often used interchangeably (e.g., *second-hand clothing*, *a used car*, *a used bookstore*).

#### Answer Key

1. transported 2. textiles 3. integrate  
4. derived 5. exhibited 6. insert

### Using Vocabulary

#### Exercise A.

- Refer students to the photo and ask them to describe it. Ask: *What is the Cargolifter balloon being used for?*
- Encourage students to read through the whole text first to get an overview before writing their answers.
- Check the answers by asking volunteers to read out parts of the text. Ask students which idea they found most innovative or most useful.

#### Answer Key

1. convince 2. considerably 3. transport  
4. integrated 5. exhibited 6. alternative 7. insert

**Understanding Suffixes** | Go over the information in the box. Ask students if they can think of any other suffixes that make adjectives such as *-al*, *-ious*, *-ful*, *-less*, or *-able*. Refer students to page 209 of the *Independent Student Handbook* for more information about suffixes.

#### Exercise B. | Using a Dictionary

- Encourage students to guess the correct word first before checking in the dictionary.
- Go over the answers and practice pronunciation if necessary, paying special attention to syllable stress.

#### Answer Key

1. Cooperative 2. definitive 3. addictive  
4. active 5. constructive 6. Derivative

#### IDEAS FOR... Expansion

For homework, ask students to find five more adjectives ending in *-ive* or *-ative* and write example sentences that illustrate their meaning. You can use the sentences to make an activity like the one in exercise B.



## Developing Listening Skills

(pages 56-57)

### Before Listening

**Predicting Content** | Direct students' attention to the photos. Ask them to describe each item and guess what it is for. They do not need to write their predictions at this stage.

### Listening: An Informal Conversation



#### Exercise A. | Listening for Main Ideas

- Play the audio all the way through so that students can understand the main ideas.
- Tell them to write their answers below the photos in the previous exercise. Ask volunteers to read their answers aloud. Ask if anyone predicted the correct answers.

#### Answer Key

1. antigravity jacket
2. Kevlar vest
3. wearable electronics



**Exercise B. | Note-Taking** Play the audio again while students complete the notes. Write the notes on the board in one color and ask students to come to the board and write their answers in another color.

#### Answer Key

Antigravity jacket: part **balloon** and part **jacket**

Kevlar: **man-made** fiber, stronger than **steel**

- used in **bullet-proof vests** and **ropes**
- developed in **1960s**

Biosteel made from **spider-silk** protein produced in **goat milk**

- possible uses: **transport objects**

Wearable electronics integrate **clothes** and **electronics**

Ex.: GPS sneakers allow parents to **track children**



#### Exercise C. | Listening for Specific Information

- Play the audio again while students take notes of their answers. Ask students to compare answers in pairs before checking them as a class.

### Answer Key

1. daydreams 2. Kevlar vest 3. Spiders eat each other.
4. It's innovative and useful.

#### IDEAS FOR... Checking Comprehension

After listening, have students close their books and answer the following questions.

1. *What is Kevlar used in?* (in bullet-proof vests for police officers)
2. *What is special about spider silk?* (It is five times as strong as steel.)
3. *What kind of jacket did the woman think was useful?* (a jacket with a cell phone right in the collar)

### After Listening

**Critical Thinking** | Ask students to discuss these questions in pairs. Then have them discuss their opinions with the class.



#### Pronunciation: Pronouncing /n/ and /ŋk/

Go over the information in the box and play the audio. Model these sounds for students:

/n/ as in *thin*      /ŋ/ as in *sing*      /ŋk/ as in *blink*

Explain that the difference between these sounds can alter the meaning of a word. For example:

win—wing—wink      thin—thing—think



**Exercise A.** | Play the audio and pause it for students to repeat the words.

#### Exercise B. | Collaboration

- Explain that students will first think of words and then make up questions using the words. Suggest a target of 6–8 words.
- When they have finished, invite volunteers to write their words on the board. Ask other volunteers to ask someone in the class a question using one of the words.



## Exploring Spoken English

(pages 58-59)

### Language Function: Asking for Clarification

Go over the information in the box. Ask for clarification by modeling these expressions.  
For example: *What does eco-fashion mean?*  
*What do you mean by biosteel?*



**Exercise A.** | Play the audio, pausing to allow time for students to write their answers. Play the audio again and pause after each key expression for students to repeat with the appropriate intonation.

#### Answer Key

1. What exactly is
2. Sorry, what does...mean
3. What do you mean by

**Exercise B.** | Have students work in pairs to practice asking for clarification. They may use different expressions from the box.

#### IDEAS FOR... Multi-level Classes

While students are doing exercise **B**, walk around the classroom and monitor the level of support students need. Students who need more support can switch roles and repeat the exchanges in exercise **B**. Higher-level students can make up their own exchanges using other technical terms that they know.

### Grammar: Tag Questions

- Go over the information in the box. Ask volunteers to read the questions aloud.
- Explain that tag questions are a way of eliciting a response from the other person by asking them to confirm some information. It is usually something the speaker doesn't know or isn't sure of.

#### IDEAS FOR... Presenting Grammar

Ask students to write two things about their partner that they are not sure of.

For example:

*Your favorite color is blue.*

*You went to Spain for your last vacation.*

They will use tag questions to ask their partner about these pieces of information.

For example:

*Your favorite color is blue, isn't it?*

*You went to Spain for your last vacation, didn't you?*

Their partner will answer each question using an appropriate positive or negative response.

**Exercise A.** | Have students write their answers first and make sure they are correct. Then students can practice the exchanges with their partner.

#### Answer Key

2. **Q:** We've already discussed eco-fashion, **haven't we?**  
**A:** Yes, **we have.**
3. **Q:** You'd like to learn more about wearable electronics, **wouldn't you?**  
**A:** No, I **wouldn't.**
4. **Q:** You're not going to wear a wool sweater today, **are you?**  
**A:** Yes, I **am.**
5. **Q:** It's not possible to make textiles from plastic bottles, **is it?**  
**A:** Yes, it **is.**
6. **Q:** You had a good time at the fashion show, **didn't you?**  
**A:** No, I **didn't.**

**Exercise B. | Role-Playing** Ask students to work in pairs. Encourage them to think of as many questions as possible. Ask volunteers to present their interview to the class.

#### IDEAS FOR... Expansion

For exercise **B**, students may want to use the information about fashion designers that they heard about on the audio. Or, they can base the role play on fashion designers that they know.



## Engage: Giving a Group Presentation (page 60)

**Lesson Preparation Note** | This presentation exercise requires students to do some research on the Internet or in the library. You may want to assign this research for homework or arrange to have Internet or library access available during the lesson.

### WARM-UP

- Have students look at the photos and ask them to compare the clothing fashions in these two places.
- Bring in (or ask students to bring in) advertisements and photos from fashion magazines that illustrate different types of fashion. Ask students which ones they prefer and why.
- Ask students what criteria they use to choose their clothes (e.g., style, comfort, cost) and what makes them buy a new item of clothing. Make a list of students' ideas on the board.

#### Exercise A. | Discussion

- Read the task in the box aloud. Ask students to work in groups to make a list of different fashion trends in their city or country. They can draw pictures to illustrate the styles or use photos or illustrations from magazines if available.

#### Exercise B. | Brainstorming

- Students can choose to talk about fashion in the city they are in or in another city they know well.
- Explain that the chart will help students to consider all aspects of fashion including hairstyles, clothing, and accessories. Explain that accessories are handbags, belts, scarves, gloves, hats, jewelry, etc.
- Ask students to work in groups to complete the chart. If necessary, allow extra time for groups to do research outside of the classroom. Set aside time in class so students can discuss their research findings before continuing on to exercise C.

#### Exercise C. | Planning a Presentation

- Advise students to assign one part of the presentation to each group member so that everyone has an equal role.
- Tell students to refer to page 211 of the *Independent Student Handbook* for more information on organizing group presentations. They may want to make one person the group leader.
- Review the information in the Presentation Skills box about preparing notes before students begin to plan their presentations.

#### Exercise D. | Presentation

- Students can give their presentation to another group or to the whole class.
- Encourage other students to ask questions and give positive feedback at the end of each presentation.

**TIP** To make the presentations more lively, you can ask students to bring in items of clothing that illustrate the fashions they are talking about. They can display the clothing during the presentation. Similarly, groups can create a visual aid that includes photos or illustrations of each type of fashion.

#### Presentation Skills: Preparing Your

**Notes** | Go over the information in the box. Give some examples of notes using key words and short sentences that are suitable for a presentation.

#### IDEAS FOR... Expansion

Ask students to write a description of one of the fashions they learned about during another group's presentation. Have students share their descriptions in small groups.

Academic Track  
Interdisciplinary

Academic Pathways:

- Lesson A: Listening to a Guest Speaker  
Role-Playing a Town Meeting
- Lesson B: Listening to a Study Group Discussion  
Creating and Using Visuals  
in a Presentation

## Unit Theme

Finding clean, safe, and renewable sources of energy is a challenge that all countries face today.

Unit 4 explores the topic of energy as it relates to:

- energy disasters
- production of energy
- alternative energy sources

### 5 mins Think and Discuss (page 61)

More than 30 countries in the world operate nuclear power plants, and several other countries are planning to start a nuclear power program in the future. France is the only country that uses nuclear power as its primary source of electricity. In fact, around 75 percent of its energy is derived from nuclear power. The first nuclear power plant in France was opened in 1963. There are now 59 nuclear power plants in France. After some recent nuclear disasters, however, some European countries have decided to close down older reactors and phase out the use of nuclear power.

- Ask students to describe their reactions to the photo and discuss the questions.
- Make a list of different types of energy sources and ask which sources of energy students use most frequently.
- Discuss students' opinions of nuclear energy. Ask: *Do you think nuclear power is necessary? Is it safe? What alternatives are there?*
- Discuss whether attitudes to energy use are changing nowadays and why. Ask students to list all the ways they use energy every day.

### 15 mins Exploring the Theme: Energy Issues (pages 62-63)

The opening spread features a photo of a wind farm in Abilene, Texas.

- Ask students for their reaction to the photo. Discuss the possible advantages and disadvantages of wind farms.
- Ask students to look at the two smaller photos and read the captions. Discuss why energy use is increasing and why it is important for everyone to have electricity.
- Discuss the questions in the Exploring the Theme box with the class.

#### IDEAS FOR... Expansion

Ask groups of students to research energy statistics for their region or country. Brainstorm questions with the class and assign questions to different groups. For example: *How much energy is used? What different types of energy are used? What types of energy are produced? How has energy use/production changed in recent years?* Students may want to present their information in the form of a pie chart or bar graph. Refer students to page 216 of the *Independent Student Handbook* for more information on how to create a chart or graph.





## Building and Using Vocabulary (pages 64-65)

### WARM-UP

The Lesson A target vocabulary is presented in the context of the Deepwater Horizon oil spill in the Gulf of Mexico.

- Ask students to look at the map and identify the location of the oil spill. Ask students to look at the photo and list all the kinds of damage that can result from an oil spill. For example, birds and fish as well as tourism and fishing industries are affected.
- If possible, bring in a photo or diagram of an oil rig to show how it drills for oil under the ocean floor.

### Building Vocabulary



#### Exercise A. | Meaning from Context

- Play the audio while students listen and read along.
- Ask some general comprehension questions. For example: *What was the Deepwater Horizon?* (an oil rig in the Gulf of Mexico) *What caused the explosion?* (a buildup of pressure that caused natural gas to shoot up from the ocean floor) *How much oil was spilled?* (5 million barrels)
- Ask if students remember hearing about this disaster in the news. If so, ask them what other details they can remember about the disaster.

**Exercise B.** | Allow time for students to refer back to the text and work out the meanings.

**TIP** To make exercise B more challenging, ask students to cover the text in exercise A and the column of vocabulary words in exercise B so that they can try to remember the words from memory.

**Answer Key** 1. d 2. e 3. g 4. b 5. f  
6. i 7. j 8. c 9. h 10. a

### Using Vocabulary

#### Exercise A.

- Ask students what connection they think there could be between coal mining and earthquakes.
- Ask them to read the text and fill in the missing words. Remind them to use the correct form of each word.
- Ask volunteers to write their answers on the board.

#### Answer Key

1. experts 2. triggered 3. react  
4. controversy 5. abandon

#### Exercise B.

- Ask students to work in pairs to practice the conversation.
- Monitor the pairs for correct pronunciation and intonation.

#### IDEAS FOR... Checking Comprehension

Tell students to close their books. Ask some questions about the text:

1. *Where was the earthquake?* (in Newcastle, Australia)
2. *When was the earthquake?* (in 1989)
3. *How deep was the mine?* (2297 feet)
4. *How deep was the earthquake?* (6 miles)
5. *What was the controversy?* (Some people thought the earthquake was caused by the mine, but others didn't agree.)

#### Exercise C. | Discussion

- Ask students to work in groups to discuss the questions.
- If groups finish early, ask them to focus on one question and make notes about their answers to present to the class.
- Ask volunteers to share the most interesting ideas with the class.

**TIP** Advise students to write their own example sentences for the new vocabulary words in their vocabulary journals.



## Developing Listening Skills

(pages 66-67)

### Before Listening

#### Predicting Content

- Introduce the topic by asking students what they know about the nuclear disaster in Chernobyl.
- Ask students to look at the map and describe the exact location of the Chernobyl Nuclear Power Plant. Ask students to explain what they can learn from the diagram.
- Ask students to find definitions for the words in question 1 in their dictionaries. Ask students to infer how each word might be related to the topic of a nuclear disaster. For example: *Containment means keeping something under control. What needs to be kept under control in a nuclear plant?* (the reactor)

### Listening: A Guest Speaker

#### Critical Thinking Focus: Using an Outline

**to Take Notes** Go over the information in the box. Draw a blank outline template on the board and show students how to use numbers and letters to organize the outline as described in the box.



#### Exercise A.

- Play the audio while students read the outline.
- Encourage students to ask you questions about the outline. Point out the use of abbreviations and symbols in the outline and remind students to use these as they take notes.

#### Exercise B. | Discussion

- Refer students to the outline in exercise A. Ask them to identify the main topics and the details.
- Discuss how the outline structure can help when you review your notes.



#### Exercise C. | Listening for Main Ideas

- Allow time for students to read the questions. Play the audio.
- Go over the answers by asking students to raise their hands for each correct answer choice.

**Answer Key** 1. a, c, d 2. a 3. b



#### Exercise D. | Outlining

- Play the audio again while students complete the outline.
- Replay any difficult parts of the audio, if necessary.

#### Answer Key (Student notes may vary)

##### C. The Chernobyl plant today

1. Still extremely **radioactive**
2. There are plans to build a **concrete shell**

##### D. Radioactivity

1. Many areas are still contaminated with cesium **137**
2. Half-life of **30** years

##### E. The exclusion zone today

1. **400** people live there
2. Animals have returned, for ex., **wild horses, deer, wolves, eagles, bears**

#### IDEAS FOR... Checking Comprehension

Ask these additional questions or write them on the board.

1. *What did city officials tell people to do at first?* (stay indoors and close the windows)
2. *Why did the radioactive material spread so quickly?* (It spread through the smoke from the fire that burned for 10 days.)
3. *How many people were forced to leave their homes?* (300,000)
4. *How did children become ill?* (They drank contaminated milk.)

### After Listening

#### Discussion

- Have students work in pairs to discuss the questions.
- Ask volunteers to share their ideas with the class.

#### TIP

To check comprehension, ask students to take turns giving a lecture about the Chernobyl disaster to their partner using the completed outlines from page 66 and page 67.

#### Pronunciation Note

Pripyat: **Prip-it**  
 Belarus: **Bel-uh-roose**  
 cesium: **see-zee-uhm**



## Exploring Spoken English

(pages 68-70)

### Language Function: Emphasizing Important Information

- Go over the information in the box.
- Give some example sentences and ask students to repeat them using one of the phrases in the box.

**T:** Nuclear energy has many risks.

**S:** Don't forget that nuclear energy has many risks.



#### Exercise A.

- Play the audio and pause after each item to allow students time to write their answers.
- Go over the answers by asking volunteers to read their sentences aloud.

#### Answer Key

1. I want to emphasize that
2. it's important to remember that
3. Let me stress

#### IDEAS FOR... Expansion

Discuss the wild horses in the photo on page 68 of the Student Book. Ask students to suggest reasons why they are able to live in this region and not in the wild.

#### Exercise B.

- Ask students to form groups of three. Each student should choose one of the pictured forms of energy (oil, coal, or wind).
- Ask a volunteer to read the example in the speech balloon to the class.
- Point out how the speaker in the example uses details and his personal experience to support the argument.
- Walk around the classroom while students are working and take notes of any language problems.

#### TIP

If class size requires you to have more than three students in a group, ask two students to share one topic. Make sure that both students get a chance to speak.

#### IDEAS FOR... Multi-level Classes

If groups finish exercise **B** quickly, ask them to switch roles and do the exercise again. Higher-level students can try to do the exercise again without looking at the book, by using their own ideas, or by selecting a different energy form not pictured here (e.g., nuclear, solar).

#### IDEAS FOR... Expansion

Ask students to do a class survey of the types of energy used by students in the class and what students think are advantages of each type of energy.

## Grammar: The Future Perfect

- Go over the information in the box.
- Explain that the future perfect shows that an event will occur before another event in the future. The future perfect also shows that something will happen before a specific time in the future.
- Practice the pronunciation of the examples. Explain that the word combination *will have* is often contracted in speech to the contraction *will've* (pronounced *willuv*).
- Give some examples from your own life that illustrate aims you will have accomplished by some future date.

#### IDEAS FOR... Presenting Grammar

Ask students to draw a time line like the one on page 215 of the *Independent Student Handbook*. The time line should illustrate different goals that students hope to have achieved over the next 10 years. Students can share their time line with a partner and answer more detailed questions about their plans.

### Exercise A.

- Allow time for students to discuss the answers in pairs.
- Invite volunteers to read their answers aloud.

### Answer Key

1. will have increased
2. will have returned
3. will have changed
4. will have, replaced
5. will have built

### Exercise B. | Self-Reflection

- Organize students into groups of three.
- Ask two students to read the examples in the speech balloons aloud.
- Encourage students to continue the discussion of each point by asking further questions as in the example.
- Ask a volunteer from each group to tell the class about another person in their group.

**Exercise B. |** Ask pairs of students to work together on gathering ideas to support their arguments.

### Exercise C. | Role-Playing

- Read the information in the Student to Student box before starting exercise C.
- Read the examples in the speech balloons.
- Monitor students during the discussion and take notes of any language problems.

### Student to Student: Conceding a Point

- Go over the information in the box.
- Explain that conceding a point shows that you are open to different points of view.

#### IDEAS FOR... Expansion

Ask students to role play a town meeting about the construction of an oil rig off the coast of their region. Help students to brainstorm some advantages (employment, cheaper energy) and some risks (environmental impact, risk of an oil spill) before starting the role play.



## Speaking (page 71)

### Role-Playing a Town Meeting

#### Exercise A.

- Ask if students have ever attended a town meeting. Ask: *What was it about? What happened?*
- Discuss the kinds of topics that are usually raised at town meetings and what the aim of such meetings might be.
- Ask three students to read the situation and the role cards aloud.
- Organize students into groups of four. Students should choose their roles so that they have two group members for each role.



## Viewing: Solar Power

(pages 72-73)

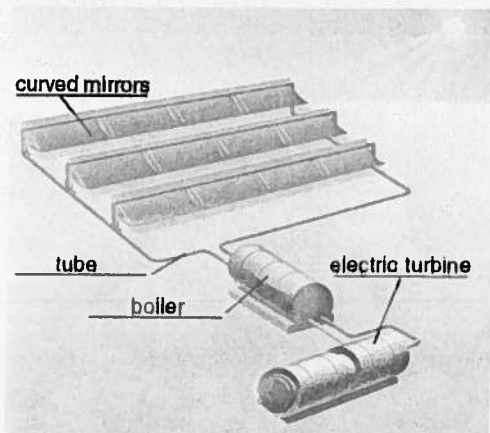
**Overview of the Video** | This video presents some recent developments in the use of solar energy.

### Before Viewing

#### Exercise A. | Understanding Visuals

- Ask students to look at the photo and tell how they think solar energy works.
- Ask students to read the information and label the diagram individually.
- Go over the answers by drawing (or asking a student to draw) the diagram on the board and inviting students to write the labels.

#### Answer Key



### While Viewing



#### Exercise A.

- Allow time for students to read the text. Point out that the answers can be one or two words.
- Play the video as students write answers.
- Ask students to compare answers in pairs.
- Ask volunteers to read sections of the text aloud. Write the answers on the board.

#### Answer Key

1. energy 2. our sun 3. year  
4. electricity 5. solar energy 6. reliable



#### Exercise B.

- Ask students to pencil in their ideas based on their first viewing of the video before watching again.
- Play the video again while students check their answers.

#### TIP

Go over the answers by asking students to tell you which numbers to write on the board.

#### Answer Key

Students should check statements 2, 4, 5, 6, and 8.



#### Exercise C. | Viewing for Specific Information

- Allow time for students to read the questions.
- Play the video again while students choose their answers.
- Go over the answers by asking students to raise their hands for each answer option they think is correct.

**Answer Key** 1. b 2. a 3. c 4. a

### After Viewing

**Critical Thinking** | Ask students to work in pairs. Encourage students to evaluate the information in the video by looking for arguments for and against the programs mentioned.

#### IDEAS FOR... Expansion

- Ask students to research other solar energy systems such as the photovoltaic system. They can give a three minute presentation about their findings in the next lesson. If possible, ask students to bring in diagrams from magazines or the Internet to show the class.
- Ask students to research availability of solar panels in your city or region. Instruct students to find answers to the following questions: *How much do they cost? How many different types are available? How much energy do they produce?*



## Building and Using Vocabulary (pages 74-75)

### WARM-UP

The Lesson B target vocabulary is presented in the context of information about alternative energy sources.

Ask students to look at the two photos. Ask if they have any experience with alternative energy sources.

Ask: *Have you ever visited a hydroelectric dam?*

*Do you know where any hydroelectric dams are located in the United States or in another country?*

### Building Vocabulary



#### Exercise A. | Meaning from Context

- Play the audio while students listen and read along.
- Ask students to identify the main idea of each paragraph.
- Ask students if they can explain the meaning of any of the words in blue before looking at exercise B.

#### TIP

To make exercise A more challenging, ask students to listen with books closed and identify the main idea of each paragraph.

#### Exercise B.

- Allow time for students to work individually, using dictionaries if necessary.
- Remind students that the word class can often help identify the correct definition.

#### Answer Key

- |               |                 |               |
|---------------|-----------------|---------------|
| 1. abundant   | 5. pursuing     | 9. renewable  |
| 2. enthusiasm | 6. disadvantage | 10. shortages |
| 3. incentives | 7. principle    |               |
| 4. layers     | 8. utilize      |               |

#### IDEAS FOR... Checking Comprehension

Ask students to answer these questions about the listening:

1. *What disadvantages of oil are mentioned?* (It's difficult to find; there are shortages; it's expensive; it creates pollution.)
2. *What two types of alternative energy are mentioned?* (wind and hydroelectric energy)
3. *What two incentives to encourage alternative energy use are mentioned?* (money and tax breaks)
4. *What is the difference between a renewable and a non-renewable energy source?* (Renewable energy is sustainable; it will not run out.)

### Using Vocabulary

#### Exercise A.

- Have students look at the photo and ask them to describe it. Ask which country they think it could be and where they think geothermal energy might be found. (Note: This photo is of a hot spring in Iceland.)
- Ask students to work in pairs to discuss their answers. Make sure they cover the answers at the bottom of the page as they do so.
- Read aloud the answers at the bottom of the page.

#### Answer Key

1. T 2. T 3. F (Other sources such as coal are more abundant.) 4. F (The government offers incentives to install solar systems, but not geothermal.) 5. T 6. F (Geothermal energy has been used for thousands of years.)

**Exercise B. | Self-Reflection** Ask students to discuss the questions in pairs. Encourage students to use new vocabulary words in their answers.

#### IDEAS FOR... Expansion

Encourage students to have a mini-debate in groups of three or four. Each person in the group should choose an energy source and explain why it is better than the others.





45 mins

# Developing Listening Skills

(pages 76-77)

## Before Listening

**Understanding Visuals** | In pairs, each student will describe one diagram while their partner asks questions. Suggest that students start by describing what each labeled item in the diagrams is for. Write some useful verbs on the board for reference: *turn, lead (to), connect (to), send, store, generate, and produce.*

## Listening: A Study Group Discussion



track 2-7

### Exercise A. | Listening for Key Concepts

- Discuss what a study group is and what the purpose of the discussion could be.
- Allow time for students to read the sentences.
- Play the first part of the discussion. Ask volunteers to explain the reasons for their answers. For example: *Sentence 1 is false because they have been meeting for nearly three months.*

**Answer Key** 1. F 2. T 3. T 4. T



track 2-8

### Exercise B. | Using a Graphic Organizer

- Preview the graphic organizer by asking the following questions: *How many types of energy will be presented? What kind of information is in each column?*
- Ask students to read over the notes briefly and try to predict the missing information.
- Play the discussion while students complete the notes.
- Check the answers as a class.

#### IDEAS FOR... Checking Comprehension

Ask students to work in groups of three. Each person should choose one type of energy from the audio and use their notes to summarize its advantages and disadvantages for the other group members.

**Answer Key** (The missing words for each graphic organizer are listed below.)

#### Solar Power

- |              |                        |
|--------------|------------------------|
| 1. pollution | 1. cells               |
| 3. renewable | 2. Clouds and darkness |
|              | 3. Battery             |

#### Wind Power

- |                             |                  |
|-----------------------------|------------------|
| 2. no air / water pollution | 1. ugly          |
| 3. almost nothing           | 2. noise         |
| 4. financial incentives     | 3. energy        |
|                             | 4. storing power |

#### Hydroelectric Power

- |                     |                    |
|---------------------|--------------------|
| 1. abundant         | 1. environment     |
| 2. much maintenance | 2. animal habitats |
| 3. pollution        | 3. to move         |
| 4. very cheap       |                    |

## After Listening

**Critical Thinking** | Encourage groups to evaluate the information on the audio. Ask if they can think of any additional advantages or disadvantages of these alternative energies.



track 2-9

### Pronunciation: Stressing Two-Word Compounds

- Go over the information in the box. Play the audio, pausing to allow time for students to repeat the examples.



track 2-10

### Exercise A.

- Complete item 1 as a class. Use underlining to show that stress on the first word would mean a teacher of English (a compound noun), but equal stress would mean a teacher who is English (adjective + noun).
- Play the audio while students choose the correct phrases.

#### Answer Key

1. a teacher who is English 2. juice made from oranges  
3. a van in motion 4. a small stove for keeping food warm  
5. a coat

**Exercise B.** | After students have practiced, invite volunteers to read the sentences aloud. Ask the rest of the class to identify the meaning.



## Exploring Spoken English

(pages 78-79)

### Language Function: Expressing Approval and Disapproval

Go over the information in the box. Ask students for some suggestions to complete these expressions.



#### Exercise A.

- Play the audio, pausing to allow time for students to write their answers.
- Play the audio again and pause after each sentence for students to repeat with the appropriate intonation.

#### Answer Key

1. disapprove of; it's fine to
2. it's wrong; it's not right

#### Exercise B.

- Allow time for students to complete the chart individually.
- While students are working, encourage them to think of reasons why they approve or disapprove of each issue.

#### Exercise C. | Discussion

- Remind students to use expressions for approval and disapproval in their discussion.
- Wrap up the activity by taking a vote on each issue to see where the class stands.

### Grammar: The Future Perfect Progressive

- Go over the information in the box. Ask volunteers to read the examples aloud.
- Explain that the future perfect progressive involves talking about actions that will be in progress before a specific time in the future.
- You may want to contrast this verb tense with the future perfect from page 70, which is used to talk about completed actions and events in the future.

#### IDEAS FOR... Presenting Grammar

Give some example sentences to describe activities you or your class will have been doing by the end of this year. Write the beginning of the sentences on the board and supply verbs so that students can finish them.

By the end of December, we . . . (study English)  
*By the end of December, we will have been studying English for one year.*

By the end of this year, I . . . (live in New York)  
*By the end of this year, I will have been living in New York for two years.*

**Exercise A.** | Have students complete the exercise individually. Invite volunteers to read their sentences aloud.

#### Answer Key

1. will have been living 2. will have been selling 3. will have been driving 4. will have been producing 5. will have been working 6. will have been using 7. will have been meeting

**Exercise B.** | Ask students to work individually. Go over the answers by asking volunteers to read parts of the text aloud.

#### Answer Key

1. will have been working 2. will have submitted 3. will have received 4. will have been teaching 5. will have been giving

#### Exercise C. | Discussion

- Ask students to work in pairs. Walk around the classroom and take notes of any language problems. Give feedback to the class on how well they used the target tenses.

#### IDEAS FOR... Expansion

Choose one of the technologies from exercise C and ask students to stand in a line according to who has been using this technology the longest.



## Engage: Creating and Using Visuals in a Presentation

(page 80)

**Lesson Preparation Note** | This presentation exercise requires students to do some research on the Internet or in the library. You may want to assign this research for homework or arrange to have Internet or library access available during the lesson.

### WARM-UP

Discuss with the class what sources of energy are most widely used in your region or in their home countries. Direct students' attention to the photo and ask them their opinion of this form of energy production. Ask: *Do you think this energy is cost-effective? Is it good for the environment?* Ask students if they know about any other unusual sources of energy.

#### Exercise A. | Discussion

- Read the task in the box and the list of energy sources aloud. Ask what students already know about any of these energy sources.
- Assign topics or ask groups to choose topics so that all topics are covered.

#### IDEAS FOR... Multi-level Classes

If you have students at different levels, you may consider assigning easier topics (e.g., ethanol, tidal power, or ocean power) to the lower-level students. These topics will likely be easier to research and will have information readily available.

#### Exercise B. | Researching

- Discuss with students where and how they can complete their research. Ask groups to brainstorm key words that might help them with their research.
- If possible, take your class to the library or computer lab to do their research. Otherwise, assign this step for homework.

- Remind students to find clear visuals to support their presentation. Advise them to bring in a variety of different visuals so that they can choose the best ones with their group. Instruct students to look back at the photos and diagrams in this unit for some examples.

#### Exercise C. | Planning a Presentation

- Advise students to assign one part of the presentation to each student so that everyone has an equal part. Students may appoint a group leader who makes sure all points are covered and everyone has a chance to speak.
- Refer students to page 211 of the *Independent Student Handbook* for more information on organizing their presentation.

#### TIP

If students prepare a poster, remind them to choose visuals that are large enough for the audience to see. Help them to think about layouts and headings and draw a couple of different possible layouts on the board. If students are preparing a slideshow, this may be a good opportunity for students to learn about how to create special effects using the tools of PowerPoint.

#### Exercise D. | Presentation

- Review the information in the Presentation Skills box before students give their presentations.
- Students can give their presentation to another group or to the whole class.
- Encourage other students to ask questions and give positive feedback at the end of each presentation.

#### TIP

Give feedback on overall presentation skills such as having a clear and audible voice volume, using eye contact and body language effectively, and using notes appropriately.

#### Presentation Skills: Fighting Nervousness

- Go over the information in the box.
- Brainstorm any other tips or techniques for fighting nervousness such as deep breathing or visualization.

Academic Track

Life Science, Biology

Academic Pathways:

Lesson A: Listening to a Radio Show  
Talking about Your Family History

Lesson B: Listening to a Conversation  
between Friends  
Doing a Research Presentation

## Unit Theme

Migration means to move from one place to another. Animal migration (including the migration of birds, fish, and insects) is usually seasonal and involves moving to a warmer climate for the winter months. Human migration can be seasonal—as when workers migrate for seasonal work—or permanent—as when people move to another country to find a new home (emigration or immigration).

Unit 5 explores the topic of migration as it relates to:

- migration of early modern humans across the world
- migration of animals, insects, and fish
- scientific research about DNA



## Think and Discuss (page 81)

Snow geese live in Greenland, Canada, Alaska, and the northeastern tip of Siberia during the period from May to August. In the winter, the geese migrate to warm parts of North America and as far south as Mexico.

- Ask students to describe their reaction to the photo and the theme of migration. Ask: *In what different contexts could the word migration be used? How does it relate to animals and to humans?*
- Discuss the questions.
- Ask if students know anyone who has migrated and why they did so. Invite volunteers to talk about their personal experiences.

### TIP

People migrate for various reasons: economic hardship, natural disasters, or war and persecution. Because these issues may evoke painful memories for students, only call upon volunteers who are willing to share their experiences.



## Exploring the Theme: Migration (pages 82-83)

The opening spread features a map showing the migration of early modern humans and how they spread throughout the world.

- Ask students to look at the map and try to identify the sequence of human migration. Ask: *Where were the earliest humans? Where did they migrate to?*
- Discuss the questions in the Exploring the Theme box. Ask some general questions that relate to the unit theme. For example: *How did humans travel during these migrations? What kind of evidence could have helped scientists discover the path of human migration?*

### IDEAS FOR... Expansion

Ask students to brainstorm a list of animals, birds, or fish that migrate annually. They can choose one species and find out where its members migrate from and to. They can present their information to the class in pairs or in groups. Examples include elephants, buffalo, reindeer, Canada geese, snow geese, whales, sea turtles, and eels.



## Building and Using Vocabulary (pages 84-85)

### WARM-UP

The Lesson A target vocabulary is presented in the context of human migration.

- Ask students to look at the photo and brainstorm ideas for how DNA material could help trace the first human migrations.
- Discuss reasons for voluntary and involuntary migration.

### Building Vocabulary



#### Exercise A. | Meaning from Context

- Play the audio while students listen and read along.
- Ask a few general comprehension questions. For example: *Why did people leave their birthplace voluntarily? What kind of involuntary migration is discussed? What have DNA researchers discovered?*

**Exercise B.** | Allow time for students to refer back to the text and work out the definitions of the words in blue.

#### Answer Key

- |                 |               |            |
|-----------------|---------------|------------|
| 1. implications | 5. migrations | 9. linked  |
| 2. subsequently | 6. immense    | 10. assume |
| 3. incredible   | 7. declined   |            |
| 4. encountered  | 8. absorbed   |            |

**TIP** To make exercise A more challenging, ask students to listen to the text first with their books closed. Then ask some general comprehension questions.

### Using Vocabulary

#### Exercise A. | Using a Dictionary

- Discuss the illustration. Ask: *What are these people doing? What animals did they hunt?*
- Ask students to read the text before trying to fill in the missing words in order to familiarize themselves with the passage.

- Remind students to use the correct form of each word as they complete the paragraph.
- Ask volunteers to write the answers on the board.

#### Answer Key

- migrated
- Subsequently
- assumed
- absorb
- Implication

**TIP** Ask students to summarize the main idea of the text by answering this question: *What theory did scientists change their minds about?*

#### Exercise B. | Discussion

- Have students work in pairs to answer the questions. Ask volunteers to summarize their ideas for the class.

#### Exercise C. | Choosing the Right Definition

- Remind students that a dictionary may have several definitions for one word; it is important to read all the definitions to identify which one is correct for the given context.
- Ask students to work individually to write their answers.
- Ask students to tell you the correct answers as you write them on the board.
- Ask in what way these three definitions are similar.

**Answer Key** a. 2 b. 3 c. 1

#### IDEAS FOR... Expansion

Choose another vocabulary word from page 84 and ask students to find additional definitions or synonyms for it in the dictionary. For example, *decline* can mean to lose strength, to become smaller, or to say no. Have students list these additional definitions in their vocabulary journals.

#### Pronunciation Note

Neanderthals: nee-an-der-thals



## Developing Listening Skills

(pages 86-87)

### Before Listening

#### Predicting Content

- Ask students to describe the people in the photos. Ask: *Where do you think these people are from? How old are they?*
- Ask students to tell you their guesses and then have them look at the answer at the bottom of the page.
- Discuss questions 2 and 3. Ask students to share their own experiences.

### Listening: A Radio Show

#### Critical Thinking Focus: Understanding Scientific Theories

- Go over the information in the box. Refer back to the text on page 85 if necessary.
- Ask students for other examples of scientific theories. Ask: *What kind of evidence could be used to support those theories?*



#### Exercise A. | Listening for Key Concepts

- Allow time for students to read the questions.
- Play the audio while students choose their answers.
- Go over the answers as a class.

**Answer Key** 1. b 2. a 3. c



**Exercise B. | Note-Taking** Direct students' attention to the time line. Explain that this type of visual organizer is a useful way of taking notes or of organizing notes for review purposes.

**Answer Key** (Answers for boxes from left to right)

Box 2: Group of ppl. **left Africa** & arrived in the **Middle East**

Box 3: 2 grps. reached **Central Asia & Southern Europe**

Box 4: ppl. **from Siberia** crossed over to **North America**



#### Exercise C. | Listening for Details

- Allow time for students to read the sentences before you play the audio.
- Suggest that students pencil in their answers before listening again.
- Play the audio and pause after each answer.

**Answer Key** 1. b 2. d 3. a 4. c

#### IDEAS FOR... Checking Comprehension

Refer students back to the map on pages 82 and 83. Have them work in pairs to explain in their own words how the migration of humans took place. They should ask questions to clarify details or make a list of other questions they would like to ask about this topic.

### After Listening

#### Critical Thinking

- Have students work in pairs to discuss the questions.
- Ask a spokesperson from each group to summarize their ideas for the class.

**Answer Key** (Answers may vary.)

- Small genetic mutations that occur over a long period of time could cause people to look different from one another
- It implies that they did not become part of the group. Perhaps they were killed, or they died from other causes.
- Answers will vary.

#### IDEAS FOR... Expansion

Ask students to research information about the earliest humans. Tell students to research the following questions: *Where was the earliest human skeleton found? What do scientists know about it?* Have students share their findings with the class.





## Exploring Spoken English

(pages 88-90)

### Language Function: Expressing Surprise

- Go over the information in the box.
- Emphasize the importance of intonation in expressing surprise. Explain that flat intonation can make these expressions sound sarcastic or insincere.



**Exercise A.** | Play the audio and pause after each item to allow students time to repeat the phrases. Give feedback on intonation.

#### TIP

Demonstrate correct intonation by writing the expressions on the board and drawing arrows above the words to show the correct pitch direction.



**Exercise B.**

- Play the audio and pause after each item for students to write their answers.
- Write the correct answers on the board.
- If you have time, play the audio again and ask students to repeat the interviewer's responses using correct intonation.

#### Answer Key

1. Imagine that!
2. That's really quite surprising.
3. That's incredible!

#### Exercise C.

- Ask volunteers to read the dialog in the speech balloons aloud.
- Ask students to write down three surprising things about themselves and tell them to their partner.

#### IDEAS FOR... Expansion

Ask students to write one surprising thing about themselves on a slip of paper. Collect the slips and put them in a bag. Ask each student to pick out a slip at random. Have students walk around the room and find the person who wrote the statement by asking questions. For example, if the slip says, "I climbed Mount Kilimanjaro," the conversation will be as follows:

S1: Have you climbed Kilimanjaro?

S2: No, I haven't. / Yes, I have.

S1: That's amazing! When did you do that?

#### Exercise D. | Discussion

- Explain that one person in each pair will choose one topic and tell their partner some amazing facts about it.
- Ask two volunteers to read the dialog in the speech balloons aloud.
- Remind students to use expressions for showing surprise with the appropriate intonation. They should try to add a sentence or two about why they were surprised as in the example.

#### IDEAS FOR... Multi-level Classes

Higher-level students who finish early can work on writing some more animal facts to tell their partner. Lower-level students can repeat the exercise by switching roles.

## Grammar: Using Past Modals to Make Guesses about the Past

- Go over the information in the box.
- Remind students how to form the past tense of modals (modal + *have* + past participle).
- Practice the pronunciation of the example. Explain that *have* is often contracted in speech to *could've*, *may've*, or *might've*.
- Ask volunteers to read the example exchanges.

### IDEAS FOR... Presenting Grammar

Refer students back to the texts on pages 84 and 85 and ask them to create similar exchanges about early human migration. They should try to use the target language in their conversations. For example:

S1: Did early humans migrate to find food and water?

S2: They might have. Or they might have needed to find more space to live.

### Exercise A.

- Organize students into groups of three.
- Ask three volunteers to read the example answers for the first item aloud.
- Monitor students as they are speaking and take notes of any common errors.
- Give feedback on the correct use of the target grammar.

**Answer Key** (Answers will vary. Possible answers are below.)

2. He might have sprained his ankle.
3. She might have started an aerobics class.
4. They may not have been able to find work in their own countries.

**TIP** Use your notes from exercise A to write examples of common student errors on the board. Ask students to correct them.

### Exercise B. | Discussion

- Have students work in pairs.
- Ask two volunteers to read the dialog in the speech balloons aloud.
- Remind students to use the past modal forms of *could*, *may*, and *might*.

### TIP

Before starting exercise B, encourage students to pair up with a classmate they have not worked with before. One way to do this is to give each student a letter: *A* or *B*. Then ask all students to stand up and walk around until all *As* have found a *B* to pair up with.



## Speaking (page 91)

### Talking about Your Family History

#### Exercise A. | Using a Graphic Organizer

- You may want to introduce this topic by talking about your own family history. Ask students to draw the diagram in their notebooks and complete it with your information. Encourage them to ask you questions.
- Allow time for students to complete the diagram with their own information.

#### Exercise B.

- Go over the information in the Student to Student box before doing this activity.
- Organize students in groups of three. Each person should take a turn to talk about their family history while the others express interest and surprise as appropriate.
- Remind students to use past modals to make guesses about the past and write a few examples on the board as reference.
- When students have finished, ask a spokesperson from each group to tell the class about the most interesting or surprising information.

#### Student to Student: Expressing Interest

After you have gone over the information in the box, practice saying these phrases with appropriate intonation.



## Viewing: Wildebeest Migration (pages 92-93)

**Overview of the Video** | This video presents some information about the migratory habits of the wildebeest.

### Before Viewing

#### Exercise A. | Understanding Visuals

- Direct students' attention to the photo. Ask: *What does a wildebeest look like? Can you describe it?* (It is a large antelope with high shoulders, thin legs, and two large curving horns.)
- Have students look at the map and discuss questions 1 and 2 as a class.
- Ask students to follow the arrows and explain the direction of the wildebeest migration. For example: *First, they move south to Ndutu. Then they go toward the Maswa Game Reserve.*
- Note that the map uses several abbreviations that may be unfamiliar to students. Inform students about the meaning of the abbreviations in the map: *GR* means *Game Reserve*. *NCAA* is an abbreviation for *Ngorongoro Conservation Area Authority*.

#### Pronunciation Note

Ngorongoro: en-gor-ong-gor-oh

#### Answer Key

1. Kenya and Tanzania
2. Answers will vary according to the time of year.

#### Exercise B. | Using a Dictionary

- Ask if students know any of these words and ask them to define or explain each word they are familiar with. Then they can check their answers in a dictionary.
- Point out that the plural of *calf* is *calves*.

**Answer Key** 1. d 2. e 3. a 4. b 5. c

#### IDEAS FOR... Expansion

Ask students to try to use the words from exercise **B** to describe the photo on page 92. For example: *The photo shows a **herd** of wildebeest crossing a river. They may be trying to find somewhere to **graze**.*

### While Viewing

#### Exercise A. | Sequencing Events

3:07

- Discuss what is happening in the photo on page 93. Discuss why people enjoy visiting national parks.
- Play the video. Ask volunteers to read the sentences aloud in the correct order. Write the answers on the board.

**Answer Key** a. 4 b. 1 c. 3 d. 2 e. 5

#### Exercise B. | Note-Taking

3:07

- Allow time for students to read the notes.
- Play the video again while students complete the notes.

#### Answer Key

- 2 mil. animals travel **2,000** miles
- At beginning of yr., all wildebeest give **birth** in same month
- Calves can run **as fast as their mothers** two days after birth
- Nobody knows what triggers **the migration**
- 200,000 of the **weakest** wildebeest will die from starvation, disease, and overexertion
- Others die from predators; cat tries to separate calf from **its mother**
- Kenya's Masai Mara: **rains** create huge area of **grazing**
- In **November**, the wildebeest head south again to the **Serengeti**.

### After Viewing

**Critical Thinking** | Ask students to work in pairs. Encourage students to think of as many answers as possible.



## Building and Using Vocabulary (pages 94-95)

### WARM-UP

The Lesson B target vocabulary is presented in the context of the migration of monarch butterflies.

Ask students to look at the photo. Ask: *What do you already know about the migration of monarch butterflies? What do you know about the life cycle of butterflies?*

### Building Vocabulary



#### Exercise A. | Meaning from Context

- Play the audio while students listen to the interview.
- Ask students to explain what they find most interesting or surprising about the job of a butterfly expert.
- Ask students to paraphrase the sentences containing words in blue. For example: *She has dedicated herself to the study of butterflies. In other words, she has spent all her time studying them.*

#### TIP

Write the words in blue on the board. Ask students to close their books and try to remember the context of these words in the interview.

#### IDEAS FOR... Checking Comprehension

Give students five minutes to write as many questions as they can about the text. Remind students that all questions should have an answer that is found in the text. Then ask students to work in pairs. Have students close their books and answer their partner's questions about the text.

**Exercise B. | Self-Reflection** Allow time for students to work in pairs before discussing the answers as a class.

### Using Vocabulary

#### Exercise A.

- Ask students to describe the photo. Ask: *Have you ever done any fishing? Have you ever eaten salmon? What do you know about salmon?*
- Allow time for students to read through the text and choose their answers.

#### IDEAS FOR... Checking Comprehension

Check the answers to exercise A by asking comprehension questions. Encourage students to use a vocabulary word in their answers.

1. *How many tons of salmon are caught each year in the Pacific?* (**approximately** 800,000)
2. *How does the writer describe the challenges salmon are facing?* (They are facing **overwhelming** challenges.)
3. *Why do dams on rivers cause a problem?* (They **interfere** with migration.)
4. *What have many countries done to stop drift nets?* (They have made them **illegal**.)
5. *What have farmers done to raise salmon in different ways?* (They have **established** salmon farms.)
6. *What has farm-raised salmon done to wild salmon in restaurants?* (It has **displaced** it.)
7. *What have some countries done to raise young salmon?* (They have **invested** money.)
8. *Why do salmon need to be protected?* (To **ensure** they survive)

#### Answer Key

1. approximately 2. overwhelming 3. interfere 4. illegal  
5. established 6. displaced 7. invested 8. ensure

#### Exercise B. | Critical Thinking

- Ask students to discuss the questions in pairs.
- Encourage students to think of arguments for each side of the issue.

#### IDEAS FOR... Expansion

Ask students to role play a discussion between two people with opposing points of view on the issue in exercise B. Instruct students to list all the arguments for and against this issue in a T-chart to help them prepare for their role play.



45 mins

## Developing Listening Skills

(pages 96-97)

### Before Listening

**Prior Knowledge** | Ask students to discuss the questions in groups. Ask: *Why are tourists interested in visiting the Serengeti National Park? What kinds of jobs might this kind of tourism provide for the local community?*

#### Answer Key

1. The photos were taken in Tanzania, near the Serengeti National Park.
2. Tourists will likely be filming or photographing animals and natural landscape scenes.
3. Answers will vary.

### Listening: A Conversation between Friends



track 2-17

#### Exercise A. | Listening for Main Ideas

- Allow time for students to read the questions. Play the audio.
- Go over the answers by asking volunteers to read the correct sentences aloud.

**Answer Key** 1. b 2. a 3. b 4. b



track 2-17

#### Exercise B.

- Ask students to pencil in their answers before playing the audio again.
- Go over the answers by asking students to explain why the false sentences are wrong. For example: *For item 1, Larry—not Sandy—went to Tanzania, and Larry had probably not been there before.*

**Answer Key** 1. F 2. T 3. F 4. T 5. F

#### Pronunciation Note

Mara: **muh**-rah

Ikoma: ih-**kom**-ah

Robanda: row-**bahn**-dah

#### IDEAS FOR... Checking Comprehension

Ask these additional questions or write them on the board:

1. *Why did the Ikoma people have to move?* (so they would not hunt the animals; so the animals could have a protected area in the Serengeti National Park)
2. *How has the eco-tourism company tried to help the Ikoma people?* (by building schools, drilling wells, and providing job training)

### After Listening

**Critical Thinking** | Encourage pairs to evaluate the information on the audio. Remind them to use examples from their own experience to support their arguments. Discuss students' answers as a class.



track 2-18

#### Pronunciation: Using Question Intonation

- Go over the information in the box. Review the difference between *yes / no* and *wh-* questions.



track 2-19

#### Exercises A and B.

- Play the audio for the first item and do it as a class. Go over the answers by writing the question on the board and inviting volunteers to come and draw the intonation lines.

#### Answer Key

1. Have you ever tried bush meat? Would you like to?
2. Why do animals migrate? What about humans?
3. Is migrating dangerous for animals?  
What are the risks?
4. How many tourists visit Tanzania each year?
5. Do you enjoy photography?
6. Should the people of Robanda be forced to move?



## Exploring Spoken English

(pages 98-99)

### Language Function: Expressing Hopes

Go over the information in the box. Ask students to talk about their own hopes using these expressions.



#### Exercise A.

- Play the audio, pausing to allow time for students to write their answers.
- Play the audio again and pause after each sentence for students to repeat with the appropriate intonation.

#### Answer Key

1. It would be ideal if
2. I really hope
3. It would be great

#### Exercise B. | Role-Playing

- Allow time for students to read all three scenarios. Read the example dialog in the speech balloons aloud.
- Remind students to use expressions for agreeing and showing interest, too.

### Grammar: Using Past Modals to Make Inferences

Go over the information in the box. Ask volunteers to read the examples aloud. You may want to contrast the use of past modals to make inferences with the use of past modals to make guesses.

#### IDEAS FOR... Presenting Grammar

Bring in some interesting and unusual pictures of people in different situations or give some short descriptions of unusual behavior. Ask students to use *must have* or *can't have* to make inferences to explain their behavior.

For example:

- T: A man is standing on a street corner looking at a map.  
S: He must have gotten lost.  
T: A woman is coming home, and her hair is wet.  
S: She must have gone out in the rain.  
T: A man is holding a lottery ticket, but he looks unhappy.  
S: He can't have won any money.  
T: Several people are looking at a house with a broken window.  
S: Someone must have broken in.

#### Making Inferences.

- Have students work in pairs.
- Monitor students as they are working to make sure they are using the correct grammar forms and have understood the meaning of the target language.
- Discuss the answers to the questions.
- Give feedback to the class on any common errors.

#### IDEAS FOR... Expansion

Direct students' attention to the photo at the bottom of the page. Ask: *How were scientists able to create this model? What did they base their model on?* Remind students to use modals in their answers.





45 mins

## Engage: Doing a Research Presentation (page 100)

**Lesson Preparation Note** | This presentation exercise requires students to do some research on the Internet or in the library. You may want to assign this research for homework or arrange to have Internet or library access available during the lesson.

### WARM-UP

Review what you have learned about animal migration in this unit. Brainstorm a list of other animals that migrate and write them on the board.

#### Exercise A. | Getting Background Information

- Read the task in the box aloud. Organize students into groups to discuss the questions.
- Point out that these questions refer to migration in general, not to the specific animal that they will research later.

#### Exercise B. | Researching

- Discuss where and how students should carry out their research. Discuss ways to verify information obtained on the Internet.
- Ask groups to select an animal and then to brainstorm key words that might help them in their search.
- If possible, take your class to the library or computer lab to do their research. Otherwise, assign this step for homework.
- Remind students to bring in a visual to accompany their talk.

#### Exercise C. | Organizing Information

Students can complete the chart while doing their research and compare their answers as a group in class. Alternatively, they can allocate sections of the chart to be completed by each member of the group.

#### Exercise D. | Presentation

- Go over the information in the Presentation Skills box before doing this activity.
- Advise students to decide what information will be presented by each member of the group and to practice the entire presentation before giving it to the class. They can time their presentation to see how long it takes.
- Advise students to make a list of possible audience questions.
- Invite groups to come to the front of the class to give their presentation.
- Encourage the class to ask questions.

#### TIP

Give feedback on overall presentation skills such as having a clear and audible voice, using eye contact and body language effectively, and using notes appropriately. Also provide feedback on students' ability to answer audience questions.

#### Presentation Skills: Preparing for Audience Questions

- Go over the information in the box.
- Explain that thinking about the audience's point of view can help with planning a good presentation. Students should think about what is going to be most interesting for the audience and what they would be most interested in learning.

#### IDEAS FOR... Expansion

Ask students to write a description of their animal and its migratory habits for homework. They can display it (with a photo) on the class wall or class Web site.